

## OUVRAGES DE M. et M<sup>me</sup> G. CAMERLYNCK

VOLUMES ORNÉS D'UN GRAND NOMBRE D'ILLUSTRATIONS  
ET CARTONNÉS DEMI-TOILE

### *Enseignement de la langue anglaise*

- First Steps in English. (Année préparatoire.) *Nouvelle édition revue.*  
The Girl's own Book. (Filles, 1<sup>re</sup> année.) *Nouvelle édition revue.*  
Alice in England. (Filles, 2<sup>e</sup> année.) *Nouv. édit. revue.*  
Miss Rod. (Filles, 3<sup>e</sup> année.) *Nouvelle édition revue.*  
The Boy's own Book. (Garçons, 1<sup>re</sup> année.) — Edition A, pour Lycées et Collèges; ou Edition B, pour E. P. S., Ecoles Commerciales, etc., en collaboration avec M. Roux.  
Tom in England. (Garçons, 2<sup>e</sup> année.) — Edition A, pour Lycées et Collèges; ou Edition B, pour E. P. S., Ecoles Commerciales, etc., en collaboration avec M. Roux.  
The Boy's own Reader. (Garçons, 3<sup>e</sup> année.) — En collaboration avec M. Roux.  
A Handbook of English Composition. (Classes de 4<sup>e</sup> et 3<sup>e</sup> des Lycées et Collèges.).  
A Handbook of Essay Writing. (Classes supérieures.)  
English Spoken. (Eléments d'anglais usuel et commercial.) *Nouvelle édition revue.*  
Handbook of Commercial English. (Ecoles commerciales et professionnelles, E. P. S., etc.) — En collaboration avec M. BELTETTE.

### *Enseignement de la langue française*

- Pour les Petits. (Année préparatoire.).  
France. (Première année.).  
France. (Deuxième année.).  
Au Pays de France. (Troisième année.).  
Parlons Français. (Ed. anglaise.) *Rel. pl. toile souple.*  
Parlons Français. (Edition allemande.).  
Parlons Français. (Edition hollandaise.) — En collaboration avec M. FRANÇOIS-LOUIS. *Reliure pleine toile souple.*  
Recueil de Textes Français en notation phonétique.

DEMANDER LE CATALOGUE GÉNÉRAL (notice sur chaque volume)

250  
FIRST

IN

Année Pr

M<sup>me</sup> CAMERLYNCK-C

Nou

H. D

## PRÉFACE

---

Ce petit volume n'est pas une méthode toute faite, mais il pourra servir d'auxiliaire à l'enseignement de l'anglais, qui, même dans les classes élémentaires, a besoin de s'appuyer sur le livre à un moment donné. Les leçons de celui-ci, qui ne quittent pas un instant le terrain concret, pourront s'adapter sans peine aux procédés extrêmement variés et ingénieux employés dans nos classes: mouvements et jeux, jouets et objets de ménage, dessins, tableaux Hölzel, etc.

On n'a mis ici que le vocabulaire très simple que de tout jeunes enfants peuvent réellement et directement s'assimiler. Des morceaux de prose et de poésie ont été ajoutés en assez grand nombre cependant, pour que le choix du maître puisse s'exercer avec plus de latitude.

Chaque leçon comporte un ou plusieurs exercices, à préparer oralement d'abord. Les professeurs restent libres de décider dans quelle mesure il convient de les transformer en devoirs écrits.

Enfin les tableaux de mots, groupés d'après leur son, seront utiles pour les exercices collectifs de lecture et de prononciation. Dans le même esprit d'éclectisme, on a fait, dans cet ouvrage, un emploi discret des symboles phonétiques, de façon à venir en aide aux maîtres qui s'en servent, et ne pas gêner ceux qui préfèrent s'en passer.

NOUVELLE ÉDITION. — Sans rien changer au fond même de l'ouvrage, cette nouvelle édition de '*First Steps in English*', a permis de renforcer la partie grammaticale et de développer quelque peu les exercices, qui seront oraux ou écrits, au choix du maître.

Le nombre des illustrations a été augmenté; certaines ont été renouvelées, afin de conserver à l'ouvrage son caractère de livre 'vivant' qui attire et retient l'attention des élèves, facilitant ainsi la tâche du professeur.

---

## 1. Number one.

Look! This is a **book** :

a book.

Look! This is a **pen** :Look! This is a **pencil** :Look! This is a **penholder** :Look! This is a **pencil-box** :PHONETIC DRILL

book	pen	penholder	this is [iz]
look	pencil	pencil-box	this is [iz]

This is the **tongue** :*tong**tongue*

TH



TH

REPEAT :

[ð] this, this, this, this, this.

[ðis iz] this is, this is, this is, this is.

LESSON.

What is this?



What is this?



What is this?



What is this?



What is this?



Good Morning !

2. Number **two**.

Look ! This is a **book** :



The book is shut.

This is an **exercise-book** :



The exercise-book is open.

I open the book. I shut the book.

I shut the exercise-book. I open it. It is open.

I open the pencil-box. I shut it. It is shut.

Open the book ! Shut the book ! etc.

This is an **inkstand** :



It is open.

In the inkstand is **ink** :



This is ink.

an **india-rubber** :



This is a **fountain-pen** :

**PHONETIC DRILL**

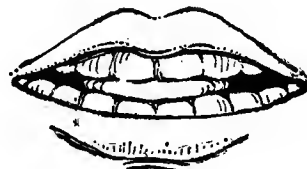
[i]  
**in, india**  
**ink, inkstand**

[ʌ]  
**shut**  
**rubber**

[ˈeksəsaɪz]  
**exercise**

Show me your **tongue** !

TH



TH

**REPEAT :**

[ði] the ink, the inkstand, the india-rubber, the exercise-book.

**EXERCISE.**—1. Copy this in the exercise-book :

The ink is in the inkstand. The pencil is in the pencil-box. The india-rubber is in the pencil-box. The book is shut and the exercise-book is open.

This is an



The inkstand is —. This is



The book is —.



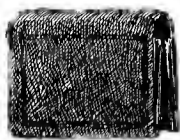
**Open your books !**

### 3. Number three.

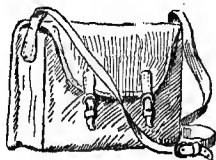
Where is the ink?—The ink is in the inkstand.

Where is the pencil?—The pencil is in the pencil-box.

Where is the exercise-book?—The exercise book is in the satchel.



A portfolio.



A satchel.



A school-bag.

This is the ruler :



The ruler is in the school-bag.

This is a sheet of paper.



A sheet of paper.

The sheet of paper is in the portfolio.



On the blotting-pad is blotting-paper.

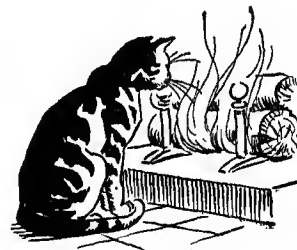
### PHONETIC DRILL

[ɒ]	[a]	[e:]	[u:]
box	bag, pad	name	school
blotting	cat, satchel	paper [pe:pə]	ruler



[ɒə] the book, the pen,  
the cat, the box.

I have a cat.  
Her name is Tit,  
And by the fire,  
She loves to sit.

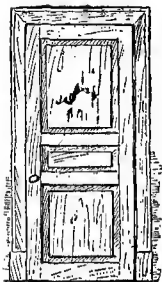


EXERCISE.—Where is the pen? (*The pen is in...*). Where is the ink? Where is the india-rubber? Where is the ruler? Where is the exercise-book? Where is the blotting-paper?

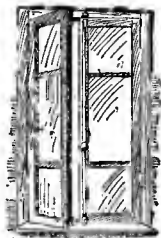
Stand up ! Sit down !

## 4. Number four.

## The Class-Room.

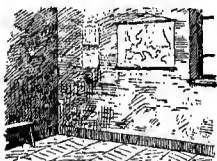


The door is shut.

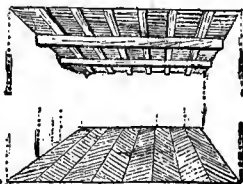


The window is open.

This is the ceiling.



This is the wall.



This is the floor.

What is this? This is the door.

Look! the door is shut. I stand up. I go to the door. I open the door.

Stand up! Go to the door! Open the door! Shut the door! Go back to your place! Sit down!

Stand up! Go to the window! Open the window! etc.

I show you the wall. Show me the wall. Show me the floor. Show me the ceiling.

## PHONETIC DRILL

[ɔ:]	[oo]	[e:]	[STRESS]
door	go, no	a, case	window
floor	show	place	[i:] ceiling
wall	open	paper	inkstand

## YES. NO.

- Is the door shut? { Yes, the door is shut.  
Yes, it is shut.
- Is the door open?—No, the door is not open, it is shut.
- Is the window open? { Yes, the window is open.  
Yes, it is open.
- Is the window shut?—No, the window is not shut, it is open.

EXERCISE.—What is this? *This is.....*

Is the inkstand open? Yes, the.....

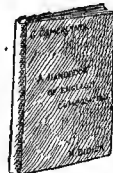
Is the inkstand shut? No, the.....



What is this?

Is the book open?

Is the book shut?



Shut the door, please !

## 5. Number five.

## Numbers.

1. Here is one rat :



2. Here are two rats :



3. Here are three rats :



4. Here are four rats :



5. Five rats :



6. Six rats :



7. Seven rats :



8. Eight rats :

9. Nine  
rats :10. Ten  
rats :PHONETIC DRILL

Trill the R

rat, rat, rat !  
rats, rats, rats !

ruler, rubber, repeat.  
drill, trill, three.

NUMBERS.

I count :

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10)  
one, two, three, four, five, six, seven, eight, nine, ten

Singular : Here is a book.



Plural : Here are two books.



Singular : There is one door in the class-room.

Plural : There are four walls in the class-room.

COPY THIS TEXT :

This is the class-room. There is one door in the class-room and there are two (or three) windows. There are four walls, the ceiling and the floor.

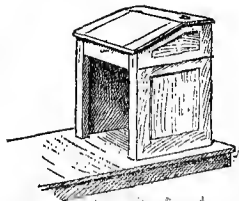
In the satchel there are books and exercise-books. In the pencil-box are pens and pencils.

The blotting paper is in the exercise-book.

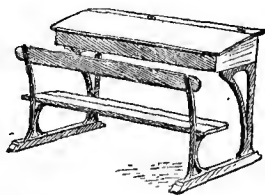
**Silence, please !**

## 6. Number six.

## The Class-Room.



The teacher's desk.



This is a desk and a form.



a chair.



This is a table.



The bookcase.

I am the teacher, you are the pupils, we are in the class-room. The teacher is in the class-room; the teacher and the pupils are in the class-room.

I stand on the floor, I sit on a chair. You sit on a form (or bench).

This is a desk. This is my desk. It is not the pupil's desk; it is the teacher's desk.

There are four corners in the class-room. In one corner is the book case. The books are in the bookcase.

PHONETIC-DRILL

[tʃ]	[e:]	[z]
chair	place	pens
bench	case	walls
teacher	table	forms

Here are bees.

The bees buzz.  
Buzz! buzz! buzz!

## SINGULAR

## PLURAL

a pen	two pens
a window	three windows
a wall	four walls
a corner	four corners

Pen, window, wall, etc., are nouns.

Nouns take an s in the plural.

In pens, windows, etc., this s = [z].

EXERCISE.—What am I? (*You are...*). What are you? (*I am...*)

Where are we? Where are the teacher and the pupils?

Is the bookcase in the corner? Are the books in the bookcase? Is the inkstand on the table? Are the chairs on the floor? Is the door shut?

What is pencil? What is the plural of pencil?

Repeat. Again, again.



## 7. Number seven.

a m.<sup>a</sup>p.

a globe.



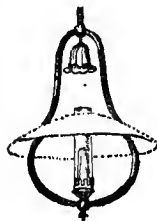
a picture.



a lamp.



a lamp-shade.



a gas-lamp.

1. Look at the wall! On this wall is a map.  
Against that wall is a picture. The gas-lamps (or electric lamps) hang from the ceiling. Here is the lamp, and here is the lamp-shade.

How many pictures are there on this page? There are one, two, three, four, five, six, pictures: the map, the globe, etc.

2. I am in the class-room, I go to the door, I open the door and say "Good-bye", I go out, I shut the door.

I knock at the door, rap, rap, rap! A pupil says "Come in!" I open the door, I come in, I say "Good-morning". I shut the door, I go back to my place, I sit down.

ORDERS: Go to the door, open the door, go out, etc.

PHONETIC DRILL

[a]	STRESS	[s]
map	picture	gas
gas	gas-lamp	books
lamp	lamp-shade	desks
knock [nɒk].		

Here is  
a serpent.



Serpents hiss.

SINGULAR	PLURAL
the book	the books
the desk	the desks
the lamp	the lamps
the serpent	the serpents

Book, desk, lamp, etc, are nouns. Nouns take an s in the plural.

In books, desks, etc., this s = [s].

**EXERCISE.—1.** How many pictures are there on page 18? How many windows are there in the class-room? How many gas-lamps hang from the ceiling? How many pictures are against the walls? How many maps? How many doors are there in the class-room?

2. When you come in, you say...

When I go out, I say...

**Time is up! Good-bye!**

# 8. Number eight.



This is  
the sponge.



This is  
the blackboard.



This is  
the chalk [tʃɔ:k].

Look! Here is the blackboard; the blackboard is against the wall.

Here is the sponge (or the duster) and here is the chalk [tʃɔ:k]. With a piece of chalk I write on the blackboard.

I stand up. I go to the blackboard. I take the chalk. I write *ceiling* on the blackboard. I put back the chalk. I take the sponge. I rub out. I go back to my place. I sit down.

Stand up! Come to the blackboard. Take the chalk. Write *ceiling* on the blackboard. Put back the chalk. Take the sponge. Rub out. Go back to your place. Sit down.

I write on the blackboard with chalk. I write on the slate with a slate-pencil. I write in my exercise-book with a pen.



This is a slate.

## PHONETIC DRILL

[e:]	[ai]	[ɔ:]	[ʌ]
place	I	four	up, rub
take	write	walls	one, sponge
slate	five	chalk	duster

## WE COUNT :

- |               |                |
|---------------|----------------|
| 1. One [wan]. | 11. Eleven.    |
| 2. Two.       | 12. Twelve.    |
| 3. Three.     | 13. Thirteen.  |
| 4. Four.      | 14. Fourteen.  |
| 5. Five.      | 15. Fifteen.   |
| 6. Six.       | 16. Sixteen.   |
| 7. Seven.     | 17. Seventeen. |
| 8. Eight.     | 18. Eighteen.  |
| 9. Nine.      | 19. Nineteen.  |
| 10. Ten.      | 20. Twenty.    |

0 = nought [nɔ:t].

## ADDITION :

8	
4	Eight and four are twelve;
2	twelve and two are fourteen;
5	fourteen and five are nineteen;
1	nineteen and one are twenty.
20	The total is : twenty.

**EXERCISE.**—1. In a satchel there are four books, two exercise-books, a ruler and a pencil-box. How many school-things are there in that satchel? How many pictures are there on page 20? on page 18? on page 10? on page 8?

2. Two and two are—. Three and three are—. Five and two are—. Seven and five are—. Ten and ten are—. (Fill the blanks.)

My English book.

## 9. Number nine.

## Colours.

black



white



red



blue



yellow



green



grey



brown

{ The blackboard is black.  
The ink is black *too*.

{ The chalk is white.  
The ceiling is white *too*.

This book is red.

This pencil is blue.

The ruler is yellow.

The exercise-book is green.

The india-rubber is grey.

The door is brown.

Black, white, red, etc., are **colours**.

A ruler is a **thing**.

A satchel, a table, a chair are **things**.

A pen, a penholder, a sponge are **school-things**.

**Write, read.** You *write* in an exercise-book, and you *read* in a book.

## PHONETIC DRILL



Pay attention!

[θ]

a thing  
two things  
three things

[u]

to, too  
two  
blue

[i:]

sheet  
green  
read

## READ :

## Colours.

The blue pencil and the red penholder are in the pencil-box. Here is a piece of white chalk and a sheet of white paper. The red books and the green exercise-books are on the tables. The ink is black, red, or blue.

## REMARK :

*Pencil* is a noun.

*Blue* is an adjective.

Note the place of the adjective : a red book.  
In English the adjective is placed before the noun.

**EXERCISE.**—1. What is the colour of the tables? What is the colour of the teacher's desk? What is the colour of this book? What is the colour of the walls? What is the colour of the lamp-shade? What is the colour of the pencil-box? What is the colour of the blotting-paper? Of the tongue? Of the cat?

2. Write three things that are black. Write three things that are white.

## The English class

# 10. Number ten.

## More numbers.

21. twenty-one	32. thirty-two, and
22. twenty-two	so on...
23. twenty-three	40. forty
24. twenty-four	50. fifty
25. twenty-five	60. sixty
26. twenty-six	70. seventy
27. twenty-seven	80. eighty
28. twenty-eight	90. ninety
29. twenty-nine	} a hundred or one hundred
30. thirty	
31. thirty-one	

*The teacher* : Number yourselves!

*The pupils, in turns* : One, two, three, four, etc.

- $1 \times 2 = 2$ . Once two is two.  
 $2 \times 2 = 4$ . Twice two are four.  
 $3 \times 2 = 6$ . Three times two are six.  
 $4 \times 2 = 8$ . Four times two are eight.  
 and so on.

<b>MULTIPLICATION :</b>	12	Four times two are eight;
	4	four times one are four.
	48	The result is : forty-eight.

## PHONETIC DRILL

[w]	[ai]	[i]	[ε]	[h]
one	five	six	seven	here
once	nine	sixteen	eleven	hundred
twenty	twice	fifteen		



One, two, Five, six,  
Button my shoe. Pick up sticks.



Three, four, Seven, eight,  
Knock at the door. Lay them straight.



Nine, ten,  
A good fat hen.



**EXERCISE.**—1. Write with letters: 2, 4, 14, 43, 8, 19, 57.  
 2. Three times three are—. Five times two are—.  
 Twice six are—. Four and four are—.

**Speak English.**

## 11. Number eleven.

## Revision.

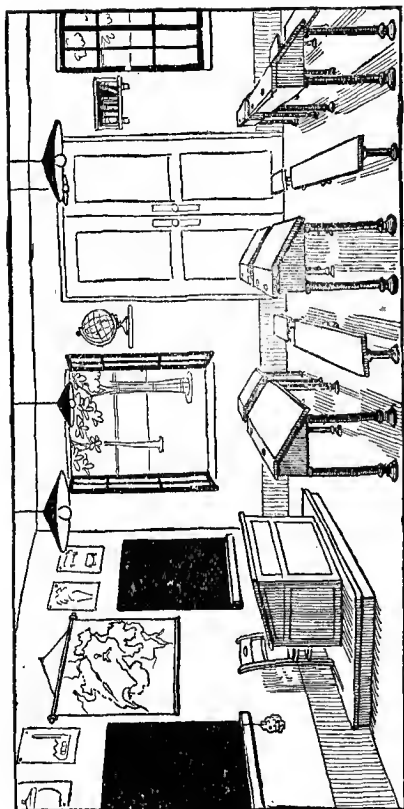


We repeat (we read again) the ten lessons.

[Repeat the phonetic drills].

## REVISION. School-things.

1. What is picture number one? picture number two? number seven? number thirteen? *and so on.*
2. How many pictures are there on page 26?
3. What things are open?
4. What things are shut?
5. What things are black?
6. What things are white?
7. Write a list of five orders :  
1° ...; 2° ...; 3° ...; 4° ...; 5° ...
8. Write in the plural: The inkstand. The globe. The exercise-book is on the table. The ruler is in the satchel. The book is in the bookcase. Here is the window.
9. Count from one to one hundred.
10. Write a list of eight names of colours.



The class-room.

## 12. Number twelve.

## Revision (continued)

1. Look at the picture on page 28. It is a \_\_\_\_\_. There is \_\_\_\_\_ door and there are \_\_\_\_\_ windows. One window is \_\_\_\_\_ and the door is \_\_\_\_\_. There are \_\_\_\_\_ tables and \_\_\_\_\_ forms for the pupils; a \_\_\_\_\_ and a \_\_\_\_\_ for the teacher.

Against the wall are four \_\_\_\_\_, one \_\_\_\_\_ and two \_\_\_\_\_. Four \_\_\_\_\_ hang from the \_\_\_\_\_.

2. You write on the blackboard with a \_\_\_\_\_ of \_\_\_\_\_; you rub out with a sponge. You write on a slate with a \_\_\_\_\_. You write in an exercise-book with a \_\_\_\_\_; you rub out the ink with an \_\_\_\_\_. You read in a \_\_\_\_\_. When I come in, I say \_\_\_\_\_; when I go out, I say \_\_\_\_\_.

Stand \_\_\_\_\_! Go \_\_\_\_\_ the blackboard! Go \_\_\_\_\_ to your place! Sit \_\_\_\_\_!

3. (Answer the questions). Are the pupils in the class-room? Is the teacher in the class-room? Are there chairs or forms for the pupils? Is there a chair for the teacher? Is there a bookcase in this class-room? Is the floor white? Is the door open? Are the windows shut?

4. (Write the nouns in Column 1 and the adjectives in Column 2). The chalk is white; it is not black. I read in a red book. I write in a green exercise-book. The shoe is black. The hen is fat.

## 1. NOUNS.

.....  
.....

## 2. ADJECTIVES.

.....  
.....

## 13. Number thirteen.

## Genders.

Masculine.



This is Fred :  
he is a boy.

Neuter.



This is a dog :  
it is an animal.

Feminine.



This is Kate :  
she is a girl.

## NAMES FOR BOYS :

Fred, James, John (Jack),  
George, Charles (Charlie),  
Peter, Will, etc.

What is your name?

What is your christian  
name?

My name is John,  
and I go to school :  
I am a school-boy.

At school, John and Jane **work** and **play**.

They **work** in the class-room and they **play** in the  
**playground**.

## NAMES FOR GIRLS :

Kate, Nell, Maud, Lucy,  
Suzie, Mary, Ellen, etc.

My name is **Brown**

My christian { Edward (a boy)  
                  or  
                  name is { Daisy (a girl)

My name is Jane,  
and I go to school :  
I am a school-girl.

## PHONETIC DRILL

[e:]	[æ:]	[ju]	[dʒ]	STRESS
Kate	girl	you	John	masculine
name	verb	pupil	George	feminine
page	work	neuter	gender	neuter

## CONJUGATE THIS VERB :

SINGULAR	PLURAL
1. I am a pupil.	1. We are pupils.
2. You are the teacher.	2. You are pupils.
3. { He is a boy. She is a girl. It is a dog.	3. They are pupils.

## REMARK :

There are three genders in English : masculine, feminine, and neuter :

a boy is *masculine*,

a girl is *feminine*,

an animal (a dog) or a thing is *neuter*.

one exception : a cat is *feminine*.

**EXERCISE.**—Are you a boy? Are you a girl? Is *Peter* the name of a boy? Is *Nell* the name of a girl? What is your name? What is your christian name? Is not *Jip* the name of a dog?

2. Write two names for boys, and two names for girls.

**I go to school.**

## 14. Number fourteen.

## Possessive adjectives.

Masculine.



This is Fred.  
He stands  
on his legs.

Neuter.



This is a table.  
It stands  
on its legs.

Feminine.



This is Kate.  
She stands  
on her legs.

The teacher.—This is my pencil; is it not your pencil.

The teacher.—Is this your ruler?—The pupil: Yes, it is my ruler.

PLURAL : 1. *First group of pupils* : Here is our table; here are our books.

2. *Second group of pupils* : Here is your table; here are your books.

3. *Third group of pupils* : Here is their table; here are their books.

## PHONETIC DRILL

[h]	[œ:]	[ɛʀ]	[au]
here	her	there	out
his	girl	their	our
her	verb	where	down

## CONJUGATE THIS VERB :

INTERROGATION (To ask a question.)

SINGULAR	PLURAL
1. Am I in my place?	1. Are we in our places?
2. Are you in your place?	2. Are you in your places?
3. { Is he in his place? Is she in her place? Is it in its place?	3. Are they in their places?

## POSSESSIVE ADJECTIVES.

SINGULAR	PLURAL
1. my	1. our
2. your	2. your
3. { masc. his fem. her neut. its	3. their

EXERCISE.—I am a girl: — name is Kate. He is a boy: — name is Paul. It is a dog: — name is Speck. We read in — books. You repeat — lesson. They write exercises in — exercise-books.

(For boys) He is our teacher and we are — pupils  
(For girls) She is our teacher and we are — pupils.

At school I work.



## 15. Number fifteen.

- 1<sup>st</sup>. the first letter of the alphabet is **a** as in name.  
 2<sup>d</sup>. the second letter of the alphabet is **b** as in bee.  
 3<sup>d</sup>. the third letter of the alphabet is **c** as in ceiling.  
 4<sup>th</sup>. the fourth letter of the alphabet is **d** as in door.  
 5<sup>th</sup>. the fifth letter of the alphabet is **e** as in three.  
 6<sup>th</sup>. the sixth letter of the alphabet is **f** as in Effie.  
 7<sup>th</sup>. the seventh letter of the alphabet is **g** as in George.  
 8<sup>th</sup>. the eighth letter of the alphabet is **h** as in hen.  
 9<sup>th</sup>. the ninth letter of the alphabet is **i** as in white.  
 10<sup>th</sup>. the tenth letter of the alphabet is **j** as in Jane.  
 11<sup>th</sup>. the eleventh.  
 12<sup>th</sup>. the twelfth.  
 13<sup>th</sup>. the thirteenth.  
 14<sup>th</sup>. the fourteenth.  
 15<sup>th</sup>. the fifteenth.  
 16<sup>th</sup>. the sixteenth.
- 17<sup>th</sup>. the seventeenth.  
 18<sup>th</sup>. the eighteenth.  
 19<sup>th</sup>. the nineteenth.  
 20<sup>th</sup>. the twentieth.  
 21<sup>st</sup>. the twenty-first.  
 22<sup>d</sup>. the twenty-second.  
*and so on.* (See page 24.)

*The teacher :* You are the first, you are the second, you are the third, you are the fourth, etc. Number yourselves!

*The pupils, in turns :* I am the first, I am the second, etc.

.	,	;	:
a full-stop	a comma	a semi-colon	a colon
!		?	
a mark of exclamation		a mark of interrogation	

### PHONETIC DRILL

[æ:]	[œ:]	[ɑ:]	STRESS
girl	first	mark	number
turn	third	we are	letter
learn	thirteen	you are	alphabet

### CONJUGATE THIS VERB : (negation)

- |                |                 |
|----------------|-----------------|
| 1. I am not    | 1. We are not   |
| 2. You are not | 2. You are not  |
| 3. { He is not | 3. They are not |
| She is not     |                 |
| It is not      |                 |

*The teacher :* Dictation! Take up your pens and write :

[e:]

### DICTATION

My name is Jack. I go to school. I am a schoolboy. At school I work : I learn my lessons and I write my exercises in my exercise-book. I write dictations too. I count; I write numbers on the blackboard with chalk, or on my slate with a slate pencil.

**EXERCISE.**—Write with letters: 2<sup>d</sup>. - 4<sup>th</sup>. - 12<sup>th</sup>. - 21<sup>st</sup>. - 29<sup>th</sup>. - 43<sup>d</sup>.  
 What is the first letter of the alphabet? What is the third?  
 The fifth? The seventh? Are you the first in your class?

**Read the dictation over again.**

## 16. Sixteenth Lesson.

We repeat all the letters of the English alphabet <sup>1</sup>:

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

We correct the dictation. We spell: *last year*

My: capital M, y; name, n, a, m, e; is, i, s; Jack, capital J, a, c, k. (full stop.) Capital I; go, g, o; to, t, o; school, s, c, h, double o, l; etc. *last year*

The teacher: How do you spell *chalk*? That's right. on? That's all. Count your **mistakes**. How many mistakes have you? *four*

The pupils: I have two mistakes, I have three mistakes. I have no mistake, etc. *one*

The teacher: How many mistakes has Peter? How many mistakes has Suzie? etc. *three*

A word with no mistakes  
is **right**

A word with mistakes  
is **wrong**.

1. For pronunciation. See page 154.

### PHONETIC DRILL

*ay* *i* *ay* *ou* *ju*  
a e i o u  
as in name as in bee as in five as in go as in pupil

We give the marks:

20, 19, 18: Very good!	8, 7: Weak.
17, 16, 15: Good.	6, 5: Very weak.
14, 13, 12: Fair	4, 3: Bad.
11, 10, 9: Middling.	2, 1, 0: Very bad!

### The Bells. (A SONG) <sup>(1)</sup>

1. Bells are tinkling! Bells are tinkling!	3. Merrily come to school! Merrily come to school!
2. Work begins. Work begins.	4. Ding! dong! bell! Ding! dong! bell!

EXERCISE.—Copy out in your exercise book the dictation on page 35.

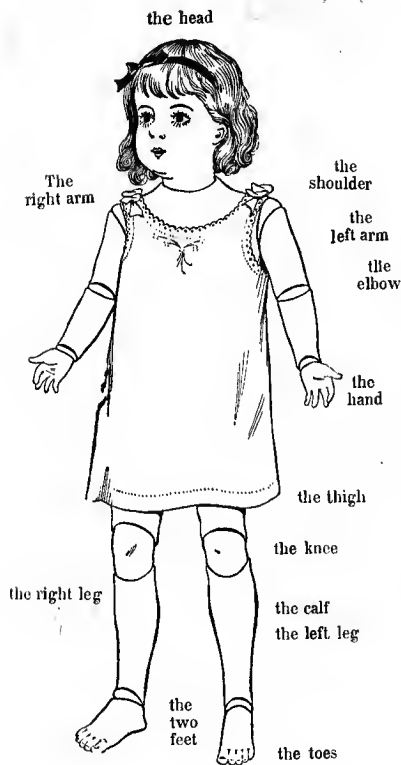
Conjugate: I am not the teacher.

This is a merry song.

1. For music. See page 149.

## 17. Seventeenth Lesson.

### The Body.



Look. This is a doll.  
It is a pretty doll. She  
has a big head, two  
arms and two legs.

We have two arms :  
the left arm and the  
right arm. We have  
two legs : the left leg  
and the right leg.

The doll has two  
hands; they are open.  
Boys and girls have  
two hands.

The doll has two feet  
and you have two feet.  
The arms and legs are  
parts of the body.

**Orders :** Stand up! Come here! Walk, run, stop,  
go on. Show me your right arm, your left leg, etc.

### PHONETIC DRILL

[ɛ]	[h]	[ɑ:]	[ɔ]	[ai]
leg	have	arm	doll	white
left	hand	are	stop	write
pretty	head	part	body	right

### CONJUGATE THIS VERB :

I have two legs.	We have two legs.
You have two legs.	You have two legs.
He, she, it has two legs.	They have two legs.
INTERROG. : Have I ? have you ? has he ? has she ? have we ? have you ? have they ?	NEGATION : I have not, you have not, he, she, it has not, we have not, you have not, they have not.

### READ THIS TEXT :

We stand on our legs and feet; we walk [wɔ:k] with  
them, we run with them. With our hands we work [wɜ:k],  
we take our pens and write, we rub out, we open and we  
shut the door.

**EXERCISE.**—How many arms have you? How many hands has  
a doll? Is this doll pretty? Has she a big head? Are not  
her hands open? How many legs has a table? How many  
legs has a hen? Have you a doll? Have little girls dolls?  
How many knees have you?

**Hands up !**

# 18. Eighteenth Lesson.

## The parts of the Body.

The parts of the arm are : the shoulder, the elbow, the wrist and the hand.



The parts of the hand are: the thumb and the four fingers, which are : the fore-finger, the middle finger, the ring-finger and the little finger.

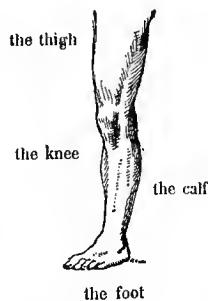
The parts of the leg are : the thigh, the knee, the calf and the foot.



This is a foot. Each foot has one big toe and four little toes. The two feet have ten toes.

**Orders :** Show me your left foot, your knee, his (or her) shoulder, etc.

Turn round. Show me your **back**. Go back to your place.



The **nail** is a part of the finger, which is a part of the arm, which is a part of the body or a **limb**. We have four limbs : two arms and two legs.



## PHONETIC DRILL

[θ]  
thing  
thumb [θʌm]  
thigh [θaɪ]

[h]  
have  
hand  
human

[i:]  
feet  
knee  
each

MUTE LETTERS:  
thumb, limb  
thigh, elbow  
calf, knee

## THE BABY.

How many thumbs  
Has baby, say?

Eight little fingers  
As pink as a rose,

How many hands  
For work or play?

Two little thumbs  
And ten little toes,

How many toes  
And how many feet?

Two little hands  
And two little feet,

How many fingers?  
Count them, sweet

That is the way  
To count, my sweet.

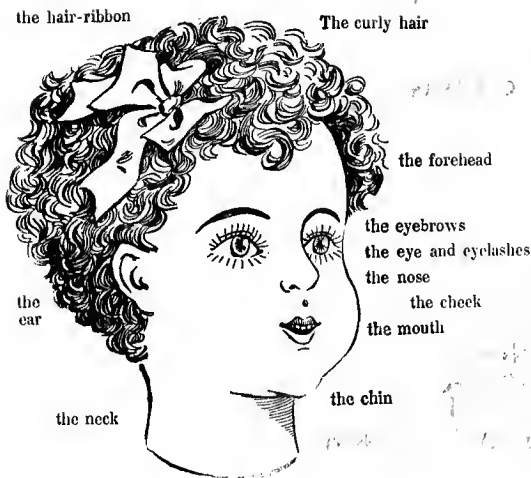
**EXERCISE.**—What are the parts of the leg? What are the parts of the arm? How many limbs have you?—How many fingers have you? What are the names of your fingers?

*Conjugate:* I have two arms. I have not good marks.

**A very good baby.**

## 19. Nineteenth Lesson.

### The head and face.



A doll's head.

On our head we have hair, fair hair or dark hair. A boy has short hair, a girl has long hair, or short hair; this doll has curly hair.

Under the forehead are the eyes. We have two eyes, blue eyes or brown eyes.

In the middle of the face is the nose, and under the nose is the mouth; under the mouth are the chin and the neck. On the right and left are the cheeks. We have two ears, one on each side of the head.

### PHONETIC DRILL

[ai]	[ɛ:ə]	[i:]	[œ:]	[ʊ]
right	their	sees	girl	chin
side	fair	each	curly	cheek
eye	hair	ear	does	each

### CONJUGATE THIS VERB in the Present tense :

SINGULAR. 1 <sup>st</sup> .	I	see	with my eyes.
2 <sup>d</sup> .	You	see	with your eyes.
3 <sup>d</sup> .	He	sees	with his eyes.
	She	sees	with her eyes.
	It	sees	with its eyes.
PLURAL. 1 <sup>st</sup> .	We	see	with our eyes.
2 <sup>d</sup> .	You	see	with your eyes.
3 <sup>d</sup> .	They	see	with their eyes.

Note : The third person singular takes an s.

**EXERCISE.**—How many arms have you? How many thumbs have you? How many feet? How many toes have you on each foot?


What is the colour of your hair? What is the colour of your eyes? Are your cheeks pink (rosy)?


Where is the nose? Where are the ears? Where is your mouth? Have you long hair or short hair?




*Conjugate:* I stand on my legs. (Pay attention to the s of the third person.)

Two pretty blue eyes.


## 20. Twentieth Lesson.

Look here! Under the forehead  are the two eyes.

 What are the parts of the eye? The eye is composed of the eyebrows, the eyelids with the eyelashes, and the eyeball. This is an eye.

Our mouth has two lips  which are red, a tongue, which is  red too, and many teeth, which are white. This is a tooth. 

With our eyes, we **see**; with our ears, we **hear**; with our nose, we **smell**; with our tongue (and palate) we **taste**; with our hands, we **feel** (or **touch**).

 This is an ear.

With our tongue and lips, we **speak**. We speak French or English.

Do you speak English? Yes, I speak English very well.

### PHONETIC DRILL

[ɛ]

well  
bell  
smell

[ʌ]

rub  
touch  
tongue

[i:]

feel  
speak  
English

[i:ə]

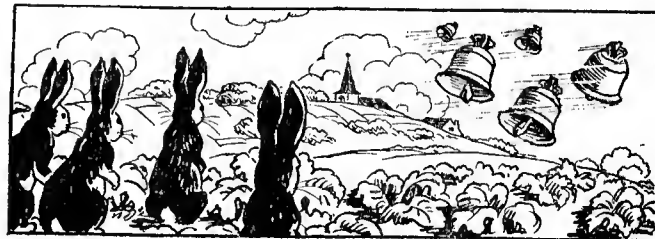
an ear  
to hear  
look here

Repeat: thing, three, third, thumb, tooth, teeth, mouth. [maʊθ]

### CONJUGATE THE VERB TO HEAR in the Present tense :

INTERROGATION (for questions).

- |   |   |
|---|---|
| 1 <sup>st</sup> . Do I hear the bell?     | 1 <sup>st</sup> . Do we hear the bell?  |
| 2 <sup>d</sup> . do you hear the bell?    | 2 <sup>d</sup> . do you hear the bell?  |
| 3 <sup>d</sup> . { does he hear the bell? | 3 <sup>d</sup> . do they hear the bell? |
| { does she hear the bell?                 |   |
| { does it hear the bell?                  |   |



Do the rabbits hear the bells?

**EXERCISE.**—With what do you see? With what do you hear? With what do we smell? With what do we taste? With what do we feel? With what do you speak? With what do you walk? What are the parts of the mouth? What are the parts of the eye? Where are your teeth?

Conjugate: Do I speak English?—I speak French.

Look at the rabbits.

## 21. Twenty-first Lesson.


### Shapes of things.

This line A ————— B is **straight**.

This line C  D is **curved**.

This line E ————— F is **long**.

This line G ————— H is **short**.

This is **round**  the globe is round.

This is **square**  the map is square.

A square has four corners. This is a **corner** :

A pencil is **sharp**  or **pointed**.

The ears of the rabbit are pointed.

**This**

**This** pupil sits on the first bench; he is **near** the teacher.

**This** is the floor.

**That**

**That** pupil sits on the fourth bench; he is **far** from the master.

**That** is the ceiling.

### PHONETIC DRILL

[e:]	[ɛ:]	[ɑ:]	[ɔ:]	[œ:]
nail	there	are	short	does
eight	fair	far	order	purse
straight	square	sharp	corner	curved

Look! This is a purse :



Open your eyes. Do you see the purse? { Yes, I see the purse.  
or Yes, I do.

Shut your eyes. Do you see the purse? { No, I don't see the  
purse  
or No, I don't.

We conjugate the verb *to see* in the negative form :

SINGULAR			PLURAL		
1 <sup>st</sup> p.	I	don't see	1 <sup>st</sup> p.	We	don't see
2 <sup>d</sup> p.	you	don't see	2 <sup>d</sup> p.	You	don't see
3 <sup>d</sup> p.	he	doesn't see	3 <sup>d</sup> p.	They	don't see.
	she	doesn't see			
	it	doesn't see.			
			Don't = do not.		
			Doesn't = does not.		

**EXERCISE.**—Is the blackboard square? What is the shape of your inkstand? How many corners are there in your class-room? Is your nose long or short? What is straight? What is square in the class-room? What is round?

Turn into the negative form. (Give the contrary):  
I see the blackboard very well.—Tom writes his dictation in his exercise-book; he works well and has good marks. Mabel makes mistakes and has bad marks.

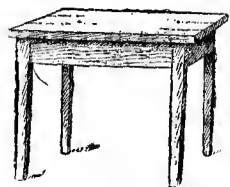
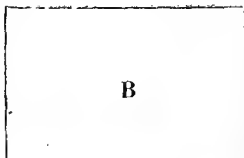
**I don't write well.**

## 22. Twenty-second Lesson.

### Shapes again.

Figure A is **narrow**.

Figure B is **broad**.



The table is **high**.



The bench is **low**.

This is a **thick** book.



This is a **thin** book.



This is a **big**  
(or **large**) school-bag.



This a **small**  
(or **little**) school-bag.

#### REMARK :

**Thick** is the contrary of **thin**.

**Long** is the contrary of **short**.

*Elizabeth* is a long name. | *Bess* is a short name.

### PHONETIC DRILL

[θ]	[ɔ:]	[ɒ]	[ai]	[əl]
thing	wall	go	nine	table
thin	small	low	high	little
thick	broad	globe	lines	middle

### ADJECTIVES.

What is the place of adjectives?

a blue pencil  
a red book  
a long ruler  
a brown eye  
a good mark

Adjectives come first, before nouns.

What is the plural of adjectives?

two blue pencils  
five red books  
three long rulers  
two brown eyes  
many good marks

Adjectives have no plural.  
No s! no change!

**EXERCISE.**—What is the contrary of *long*? of *thick*? of a *high ceiling*? of a *narrow forehead*? of *two thin lips*? of a *small mouth*? of *long hair*? of a *straight line*? of *near the teacher*?  
Conjugate: a) I am a good pupil; b) I have not bad marks; c) I work well at school.

**Stop your noise !**



## 23. Twenty-third Lesson.

### Revision.

#### MARY'S DOLL (1)

Mary has a doll, her name is Polly. Polly has fair hair, dark eyebrows and eyelashes, and large blue eyes. Her hair is curly. She has a pretty little nose, a small mouth and a rosy complexion. You see her white teeth between her two red lips; but with her eyes she does not see, with her nose she does not smell, with her ears she does not hear, she does not speak, she has no tongue, she is a doll!!

#### Write your own portrait :

Are you a school boy or a school-girl?	I am.....
What is your name?	My name.....
Are you big or small?	I.....
Is your face round?	My face.....
Have you dark hair, or fair hair?	I have.....
What is the colour of your eyes?	My eyes.....
Are your cheeks rosy?	My cheeks.....
Have you a small mouth?	I have.....
Is your nose long or short?	My nose.....
Do you see well?	I.....
Do you hear well?	I.....

1. For reading and dictation.

## 24. Twenty-fourth Lesson.

### Revision.

MASCULINE. Use : he or his.

Here is Fred; he is a boy;  
— goes to school; — is a  
schoolboy; — works well  
and is first in — school.

PLURAL. Use : they or their.

Here are Fred and Kate;  
— go to school; — are good  
pupils; — work well and  
are first in — school.

FEMININE. Use : she or her.

Here is Kate; — is a girl;  
— goes to school; — is a  
schoolgirl; — works well  
and is first in — school.

NEUTER. Use : it or its.

Here is Jip; — is a dog; —  
does not go to school; — does  
not work; — plays. Its ears  
are long and — legs are short.

#### NUMBERS.

Write :

Lesson number one = the  
first lesson.

Lesson number two = the...  
lesson.

And so on till number ten.

Count :

There are twenty pupils in  
a class and a teacher. How  
many hands are there in the  
class? how many fingers, and  
how many toes?

#### CONJUGATION.

Conjugate :

a) I am not big, I am small.

b) I work in school and I  
don't play.

c) Have I good marks?

Write in the plural :

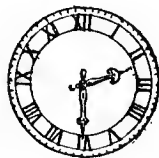
The pupil reads in his red  
book. The table is high.  
The rabbit hears the bell.  
The big school bag is on the  
table. The pencil is sharp.

## 25. Twenty-fifth Lesson.

What time is it?



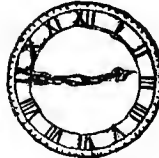
It is  
one o'clock  
(It is one.)



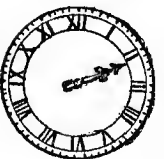
It is  
half past  
two.



It is  
two o'clock  
(it is two.)



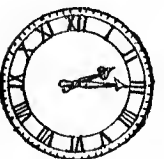
It is  
a quarter  
to three.



It is  
ten minutes  
past two.



It is  
ten minutes  
to three.



It is  
a quarter  
past two.



It is  
twelve o'clock,  
or midday,  
or midnight.

There are sixty **seconds** in one minute.

There are sixty **minutes** in one hour.

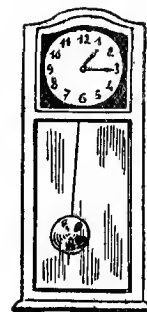
Fifteen minutes make = a quarter of an hour.

Thirty minutes make = half an hour.

How many hours are there in a day? Twenty-four.

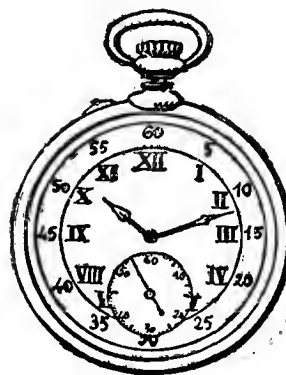
### PHONETIC DRILL

[Pay attention to *dentals*: t, d. (plosive).]  
"Tick" the clock says, "tick, tick, tick!"  
What you have to do, do quick!  
Time is gliding fast away,  
Let us act and act to-day.



A clock.

### THE WATCH.



A watch.

What time is it?  
Look at the watch. The watch tells the time

A watch has two hands: a short one, which is the hour-hand, and a long one, which is the minute-hand. Some watches have also a hand for the seconds. Hark! do you hear the clock? It says: tick—tack—tick—tack. It is not quick, it is slow. Hark! do you hear the watch? It says: tick-tick-tick-tick. It is quick, very quick.

My watch is not slow, it is not fast, it is right.

### EXERCISE.—

What is this?



What time is it by this watch?

What is this?

What time is it by this clock?



How many seconds are there in a minute? how many minutes in a quarter of an hour? how many minutes in one hour? how many hours in a day? what is the contrary of slow? of midday?

**Be quick.**

## 26. Twenty-sixth Lesson.

### The day.

- At what time do you go to school?
- I go to school at eight o'clock in the **morning**.
- At what time do you go home?
- I go home at eleven o'clock (in the morning).
- At what time do you come back to school?
- I come back to school at 2 o'clock in the **afternoon**.
- At what time do you go home?
- I go home at four o'clock in the afternoon.
- or** I go home at six o'clock in the **evening**.

The day begins in the morning; then comes noon (12 o'clock in the day), then the afternoon, the evening and the night.

In the night, it is **dark** (black); during the day, it is **light**.

Good morning. Good afternoon! Good evening!  
Good night!

There are seven days in a **week**. The days of the week are :

Monday.  
Tuesday.  
Wednesday.

Thursday.  
Friday.  
Saturday.

Sunday.

There is no school on Thursday. It is a **holiday**.

### PHONETIC DRILL

[ɔ]	[ai]	[ɑ]	[h]	[i]
what ?	white	half	half	middle
watch	night	past	hand	midday
[ɔ:] quarter	light	afternoon	home	minute

Read : a nose, an ear, an eye, an hour.

### CONJUGATE THE VERB TO GO.

*Sing.* I go to school.

You go to school.

He, she goes to school.

*Plur.* We go to school.

You go to school.

They go to school.



We repeat all together (slowly):

*This is the way we go to school,*

*Go to school, go to school,*

*This is the way we go to school,*

*On a cold and frosty morning.*

**EXERCISE.**— At what time do you go to school in the morning? And in the afternoon? What time is it when you go home in the evening? What do you say to your teacher in the morning? in the afternoon? What does the clock say? How many days are there in a week? What is the first day of the week? What is the third day of the week? On what days do you go to school?

**Go to school!**

## 27. Twenty-seventh Lesson.

### The months.


There are 30 or 31 days in a **month**.

There are twelve months in a **year**. Here they are :


1 <sup>st</sup> . January.	7 <sup>th</sup> . July.
2 <sup>d</sup> . February.	8 <sup>th</sup> . August.
3 <sup>d</sup> . March.	9 <sup>th</sup> . September.
4 <sup>th</sup> . April.	10 <sup>th</sup> . October.
5 <sup>th</sup> . May.	11 <sup>th</sup> . November.
6 <sup>th</sup> . June.	12 <sup>th</sup> . and last : December.


### The four seasons.

There are four seasons in the year. The four seasons are : Spring, Summer, Autumn and Winter.

 **Spring** begins on the twenty first (21<sup>st</sup>.) of March. In Spring, we see flowers and little birds.

**Summer** begins on the twenty-first of June. In Summer, it is very warm, it is hot. The sun shines in the sky.

 After Summer comes **Autumn**; it is not hot. The wind blows; it rains, we take our umbrellas.

 Last comes **Winter**. The white snow falls. It is very cold!

### PHONETIC DRILL

[ʌ]	[ɔ:]	[dʒ]	STRESS
sun, Sunday	wall	January	Summer September
month, Monday	August	June	Winter October
Summer	Autum(n)	July	[ɔ:] April umbrella

### WHAT IS THE DATE ?

*Present* : To-day is the first of February. | *Past* : Yesterday was the thirty-first of January.

*Future* : To-morrow will be the second of February.

For dates, we say : the first of May, the third of June, the fourteenth of July, the twenty-fifth of December, etc.

For lessons, we say : This is the twenty-seventh lesson.

### HOW OLD ARE YOU ?

I am nine years old; I am nine and a half, I am ten years old, etc.

**EXERCISE.**—What is the first month of the year? What is the last month of the year? How many months are there in a year? How many days in a month? How many days has February?

What are the four seasons? In what season is it cold? In what season is it very warm? What is the date to-day? How old are you?

**I am cold!**

## 28. Twenty-eighth Lesson.

### Boys' clothes. [klɒðz]

On his head,  
the teacher wears  
a hat



On his head, a  
boy wears a  
cap.



This is a  
coat.

A coat has  
two sleeves.



This is  
a waistcoat.  
A waistcoat  
has no sleeves.  
This waistcoat  
has seven but-  
tons.



This is a pair of  
knickers [nikəz]  
for little boys.



This is a pair  
of trousers.

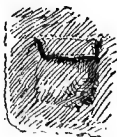
The master  
wears trousers.



When I go out,  
I put on my  
hands a pair of  
gloves.



When I come in,  
I take them off and  
put them in my  
pocket.



I wear an  
overcoat  
in winter,  
when it is  
cold.

### PHONETIC DRILL (28<sup>th</sup> and 29<sup>th</sup> lessons)

Short sounds :

half long :

[a]	[ʌ]	[ɒ]	[u]	STRESS
hat	cuff	sock	shoe	['traʊəz]
cap	button	stocking	boot	trousers

Long sounds :

[e:]	[æ:]	[ɛ:ə]	[o:]	
braces	purse	pair	cold	['pɒkɪt]
waistcoat	shirt	wear	coat	pocket

### CONJUGATION.

<i>Sing.</i> I put on my hat	<i>Plur.</i> We put on our hats
You put on your hat	You put on your hats
He puts on his hat	They put on their hats
She puts on her hat	

**Orders :** Put on your cap! Take off your  
cap! Hang your hat on the peg! Take it off!  
*Don't* put your hands in your pockets!



**EXERCISE.**—Do you wear a hat or a cap? What does the teacher wear? Do you wear knickers or trousers? How many sleeves has a coat? How many pockets has your coat? In what season do you wear an overcoat? Do you wear gloves? How many buttons has the overcoat? What is the contrary of: to put on? it is very hot?

*Conjugate:* I don't wear an overcoat in summer.

**Hats off !**

## 29. Twenty-ninth Lesson.

### Boys' clothes and underclothes.

Round your neck  
you wear a **collar**.



and round your  
wrists a pair of **cuffs**.

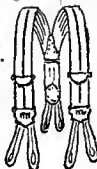


Under your  
waistcoat you  
wear a **shirt**.



Under the  
trousers are  
the **drawers**  
[drawers].

You hold up  
the trousers  
with a pair of  
**braces**.



Round your  
collar you wear  
a **scarf**



a scarf-pin



or a **tie** [tai].



a **stud**.

a **button**  
and

a **button-hole**



On your feet  
and legs you  
put on a pair  
of **socks**

a **sock**



or a pair of  
**stockings**.



In the evening, you  
take off your **shoes**



a **boot**

or **boots** and  
put on your  
**slippers**.



a **shoe**



a **slipper**

## CONJUGATION.

### SINGULAR

I take off my gloves  
You take off your gloves  
He takes off his gloves  
She takes off her gloves

### PLURAL

We take off our gloves  
You take off your gloves  
They take off their gloves



A monkey.

This monkey wears a top hat.

## DICTATION

In the morning, you **dress**; you put on your shirt and your trousers; you hold up your trousers with braces; you put a collar round your neck, and a scarf round your collar; then you put on your coat.

On your feet are a pair of socks or stockings. In the morning you wear slippers on your feet. When you go to school you put on your boots, or shoes — boots in winter and shoes in summer. Then you take your overcoat and your cap and go to school.

**EXERCISE.**—Correct your mistakes and read out the dictation again in the *first* person singular. Write it down in your exercise-book.

Ex.: In the morning, I dress; I put on my shirt...

**That's all.**

## 30. Thirtieth Lesson.

## Girls' clothes [klɒðz].

At night, you  
undress and put  
on a night-dress:



In the morning,  
you dress and  
put on a chemise:



Then you put  
on your belt  
with suspenders



You wear a pair  
of drawers



and over  
them a  
petticoat :



Some girls  
wear garters



a skirt with a bodice or blouse a belt

a frock

You tie your  
hair with a bit  
of ribbon :



In your pocket  
is a  
handkerchief :



## PHONETIC DRILL

[ɛ]	[æ:]	[ɔ:]	[aʊ]	STRESS
neck	girl	all	out	bodice handkerchief
dress	skirt	four	blouse	ribbon petticoat

WE REPEAT a verb in the NEGATIVE form :

<i>Sing.</i>	I	do	not (I don't)	wear a belt
	you	do	not (you don't)	wear a belt
	He, She	does	not (he doesn't)	wear a belt.
<i>Plur.</i>	We	do	not (we don't)	wear a belt.
	You	do	not (you don't)	wear a belt.
	They	do	not (they don't)	wear a belt

## READING OR DICTATION

A girl **does not** wear a shirt, she wears a chemise: she does not wear knickers, a waistcoat, or a coat, but she wears a petticoat, a frock, or a skirt and a blouse with a belt round her waist. She wears socks or stockings and holds them up with suspenders. Like a boy, she wears boots or shoes. When it is cold, she puts on a jacket or a cloak, and when it is very cold, she wears a fur collar round her neck, and she puts her hands in a muff.

EXERCISE.—Turn the text into the plural number.

Ex.: Girls do not wear shirts, they wear chemises...

Where is my handkerchief ?

First Steps in English.

# 31. Thirty-first Lesson.

## More clothes.

This is a  
straw-hat



This is a  
jacket  
(or coat)



This is a sun-bonnet  
for little girls and babies



This is  
a fur-collar



and a muff



a necklace



an apron

a brooch



a pinafore

This is a  
cloak or a  
cape.



[ˈdʒuəlz]

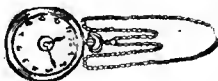
Here are some jewels :



a ring



an  
ear-ring



a watch and chain.

a bracelet



This boy  
wears  
a black  
pinafore :



## PHONETIC DRILL

[ʌ]	[ɔ]	[e:]	[dʒ]	STRESS
up	coat	a cape	Jack	pinafore
but	cloak	an apron	jacket	straw-hat
muff	brooch	a bracelet	jewels	sun-bonnet

## REMARK on a and an

an eye

an ear

an ear-ring

an hour

an overcoat, etc.

a nose

a cheek

a ring

a half

a coat, etc.

We use an before a vowel  
(a, e, i, o, u) and h mute.

We use a before consonants  
(b, d, r, etc.) and h aspirate.

## EXERCISE.—Use a or an :

I have \_\_\_ watch and \_\_\_ chain. There are sixty minutes in \_\_\_ hour. This boy wears \_\_\_ pinafore and that girl wears \_\_\_ apron. In winter, I wear \_\_\_ overcoat. \_\_\_ inkstand is round or square. In \_\_\_ day, we have \_\_\_ morning, \_\_\_ afternoon and \_\_\_ evening.

Use his, her, or their : A boy puts a scarf-pin in \_\_\_ tie. A girl wears a necklace round \_\_\_ neck and a brooch at \_\_\_ collar. The teacher has a ring on \_\_\_ ring-finger. Boys and girls wear belts round \_\_\_ waists.

In your pocket.



## 32. Thirty-second Lesson.

### Games.



*The teacher.*—To-day we play at **blindman's buff**. It is a nice **game**. Alice, come here. Look! I take a handkerchief, I fold it, I put it over your eyes, I bind it behind your head.



*The teacher.*—**Can** you see me?

*The pupil.*—Yes, I **can**.

*The teacher, binding again.*—**Can** you see me now?

*The pupil.*—No, I **can't**.

*The teacher.*—Alice can't see me; she is **blind**. Now, Alice, **can** you catch somebody?... Who is it?

Is it Mary?—No. Is it Maud?—No. Is it Jane? Yes.

It is Jane's turn now. Jane, come here. Kate, take the handkerchief — fold it — put it over her eyes — bind it, and so on.

### PHONETIC DRILL

[a]	[u]	[e:]	[oo]	[ai]
can	look	take	no	bind
catch	put	game	fold	blind

### WE CONJUGATE THE VERB CAN:

#### QUESTIONS

Can I see?

Can you see?

Can he see?

Can she see?

*etc.*

#### ANSWERS

Yes, I can see.

Yes, you can see.

Yes, he can see.

Yes, she can see.

*etc.*

No, I can't see.

No, you can't see.

No, he can't see.

No, she can't see.

*etc.*

can't = cannot. When you cannot see, you are blind.

When you cannot hear you are deaf.

When you cannot speak you are dumb.

**EXERCISE.**—Look at the picture and answer these questions:

How many little girls are there in the picture? At what game do they play? Is blindman's buff a nice game? Do the little girls wear pinafores? How many wear socks? How many wear stockings?

Can you see well? Can you speak English? Can you hear?

**He is deaf and dumb.**

### 33. Thirty-third Lesson.

#### More games.

*The teacher.*—To-day, we must have a game of **hide and seek**.

Bob, go and stand in that corner. You **must** look at the wall. Ah, you **must not** turn round, you **must not** look!

Now, we hide a **ball**:

*(The teacher or a pupil hides the ball).*

This is a ball.

Now, Bob, turn round. You must look for the ball, you must find it. Can you see the ball?—No, I can't—Then look for it. Where is it?

*The pupil.*—It is in your pocket, in his desk, in the book-case, etc. *(he finds the ball)* Ah, I see it, here it is under your desk.

*The teacher.*—Go back to your place. Oh, not so much noise! Silence!

#### WE CONJUGATE THE VERB **MUST**:

I must not make a noise,  
You must not make a noise,  
He must not make a noise,  
She must not make a noise,  
and so on...

I must be silent.  
You must be silent.  
He must be silent.  
She must be silent.  
and so on...

#### PHONETIC DRILL

[ʌ]  
must  
much  
buff

[ɔ:]  
all  
wall  
ball

[ai]  
hide  
silent  
silence

[ð]  
the, then  
this, these  
that, those



This boy runs.



These boys play at leap-frog.

#### SINGULAR

For *one* boy, we say: this.

The plural of this is these.

#### PLURAL

For 2, 3, 4... many boys, we say: these.

The plural of that is those.

**EXERCISE.**—Fill the blanks: My handkerchief is in my... When you cannot see you are... A deaf boy cannot... and a girl cannot speak. The plural of... is these and... is the plural of that.

Conjugate: 1) I must work at school. 2) I can run very well.

Where is your exercise?

# 34. Thirty-fourth Lesson.

## The toy-shop.

Hop, hop, hop

Off to the shop,

To buy some nice new toys;

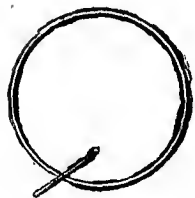
Ned may come

To get a drum;

He likes to make a noise.



a drum.



Boys and girls  
run with a hoop.

Get a doll

For little Poll,

She has not many toys :

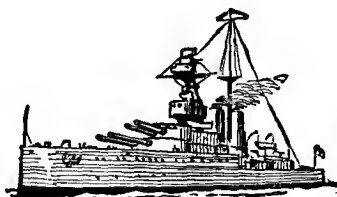
Get hoops and ships

And tops and whips

And balls for all the boys.



a top.



a ship.



a whip.

## PHONETIC DRILL

[ɒ]	[ɪ]	[aɪ]	[ɔɪ]
hop	ship	nine	boy
shop	whip	likes	toy
off	skip	buy [baɪ]	noise

## WE USE THE VERB MAY

May I open the window?—Yes, you may.

May I go out?—No, you may not, etc.

You may read. Lilly may come to the blackboard, etc.

Question. Who are you? Answer. I am John; I am a boy.

Who am I?

You are the teacher.

Who is this?

This is Paul; this is Nell.



Boys and girls  
like a scooter.



This is a bear.



Boys play at  
marbles.



This girl skips  
with a skipping-rope.

May I play ?

## 35. Thirty-fifth Lesson.

### Revision.



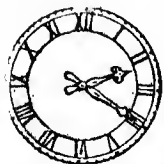
Tom and Alice go to school.

What do you see in this picture? What is the name of the boy? What is the name of the girl? Where do the boy and the girl go?

What has the boy on his back? What has the girl under her arm? Have you a satchel or a portfolio?

What has the boy on his head? What has the girl on her head? What have they round their necks? Who wears a jacket? Who wears an overcoat? Can you see the gloves of the little girl? Has the boy trousers or knickers? Has the girl a short skirt? Do they wear socks or stockings? boots or shoes?

When do you wear a fur-collar? Is it very cold now?



What time is it?



What time is it?



What time is it?

## 36. Thirty-sixth Lesson.

### Revision.

Who is this? With what does the little girl play? With what hand does she stand or does she run?



What season is it? Is summer a nice season? Do you like summer? Do you like the holidays?

What toys do you like? Name two games for boys.

Name two games for girls. What is the shape of a ball? Can you run with a hoop? Can you see marbles on page 71? Can you count them? How many are there?

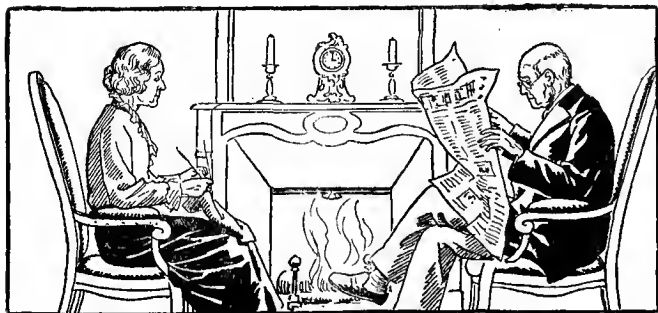
What are the seasons of the year?

What are the months? What are the days of the week?

**EXERCISE.**—Write a sentence with: 1° Can. 2° Can't 3° Must. 4° May. 5° Do.

## 37. Thirty-seventh Lesson.

### The family.



The grand-mother.  
She is old;  
She is an old woman.

The grand-father.  
He is old;  
he is an old man.

*The grand-parents :* Grand-father and grand-mother.

*The parents :* Father and mother.

*The children :* Sons and daughters. [dɔ:təz]

*The grand children :* Grandsons and grand daughters

The parents are the father and the mother. The father is a man; the mother is a woman. The parents have children : sons and daughters. Fred is the son; he is a boy. Kate is the daughter: she is a girl. Kate is Fred's sister. Fred is Kate's brother.

Your father's brother is your uncle; you are his nephew or his niece. Your mother's sister is your aunt, her children are your cousins.

### PHONETIC DRILL

[ɒ]	[ʌ]	[e:]	
father	but	name	a child [saɪld]
mother	son	baby	two children [tʃɪldrən]
brother	young	parents	the daughter [dɔ:tə]

### POSSESSIVE CASE [ke:s].

Kate is Fred's sister. = Kate is the sister of Fred.  
Fred is Kate's brother. = Fred is the brother of Kate.  
This is the teacher's desk. = This is the desk of the teacher.  
Here is Mary's doll. = Here is the doll of Mary.

NOTE.—The possessive case is used for persons only.

Irregular plural: the plural of child is children.

The grand parents are old, the children are young.

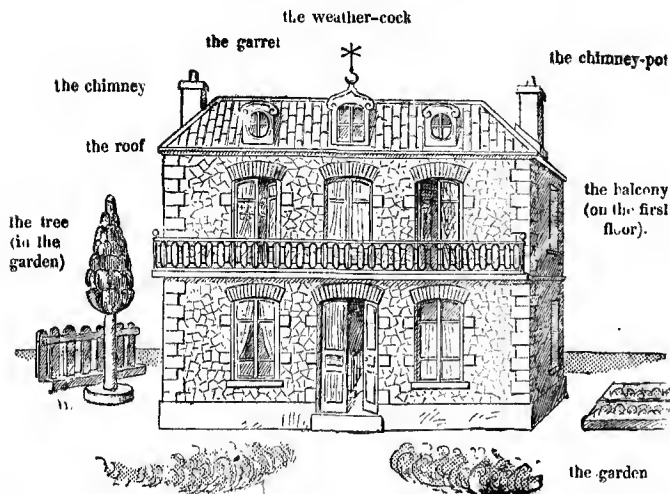
A very young child is a baby.

EXERCISE.—1. What is your father's name? What is your mother's christian name? Have you a grand-father? Is your grand-father old? Have you any brother? How many sisters have you? What is a very young child? What is the plural of child? What is the feminine of son? the masculine of sister?

2. Turn into the possessive case: Where is the book of Paul? the book of Paul is on the table. The name of my sister is Lucy. The name of my brother is William. The desk of the teacher is high. The hat of Mary is on the peg.

# 38. Thirty-eighth Lesson.

## The house.



The family, that is the father, mother and children, live in a house. You live in a house.

This house has two stories (or floors). On the ground-floor you see the front-door; it is open; and you see two windows; they are shut. On the first floor, there are three windows and a balcony.

On the second floor, you may see three windows; two are the garret-windows; in the middle is the attic-window; over it is the weather-cock.

Round the house is a garden; there is a tree in the garden.

Behind the house is the garage for the car and the bicycles.

A house is made of bricks and stones; the doors and floors are made of wood; the roof is covered with tiles or slates. Tiles are red, and slates are black.

## PHONETIC DRILL

[i]	[ɔ:]	[ai]	[aʊ]	STRESS
live	door	child	round	garret
miss	floor	tile	ground	balcony
this	story	like	house	weather-cock

READ: Miss, Mrs. ['misiz], Mr. [mista], Master.

QUESTIONS. - What is your father's name? — Mr. Brown.  
 What is your mother's name? — Mrs. Brown.  
 What is your sister's name? — Miss Brown.  
 What is your brother's name? — Master Brown.

Mr. Brown is a man or a gentleman; Mrs. Brown is a woman or a lady; Miss Brown is a girl or a young lady; Master Brown is a boy. Mrs. Brown is the wife of Mr. Brown; he is her husband.

EXERCISE.—1. Where do you live? Do you live on the ground-floor? How many stories are there in your house? Have you a balcony? Is there a garden round your house? are there trees? Of what is a house made? With what is the roof covered? What is the colour of tiles? is not your slate black?

2. In the Smith family, the father's name is Smith, the mother's name is Smith, the daughter's name is Smith, and the son's name is Smith.

# I. THE HOUSE (inside).

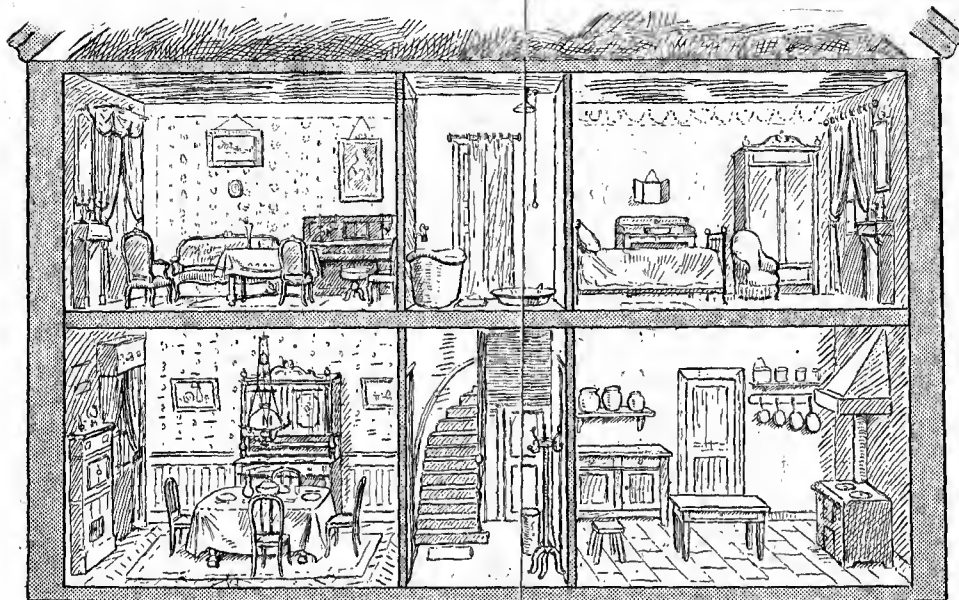
The bath-room.

The  
drawing-  
room.

The  
bed-room.

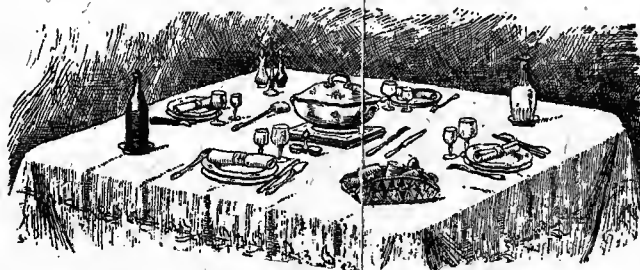
The  
dining-  
room.

The  
kitchen.



The hall.

## II. THE TABLE.



## 39. Thirty-ninth Lesson.

### The hall<sup>1</sup>.

The front-door of the house has a lock. With a key, we lock the door and close the house at night.



To go into the house, we knock at the door, or we ring the bell. The servant comes, the visitor turns the knob and opens the door. The visitor walks in. [ki]

In the hall, there is a hall-stand for hats and cloaks, an umbrella-stand and a mat, and the stairs to go up to the first floor.

### A VISIT.

*The visitor.*—I knock at the door : rap ! rap ! rap !

*The servant, opens the door.*—Good morning.

*The visitor.*—Is Mrs. Brown at home ?

*The servant.*—Yes, Sir. Will you come in ?

*The visitor comes in.*—[I come in, I put my umbrella in the umbrella-stand, I take off my cloak, I hang it on the peg, I wipe my feet on the mat, I walk upstairs].

Orders: Knock at the door, come in, wipe your feet, etc.

1. See picture, opposite page 94.

### PHONETIC DRILL

[a]	[ɔ:]	[əʊ]	[h] aspirate
hat	floor	close	has, hall
mat	wa(l)k	cloak	hang, hat
Madam	hall	home	house, home

When we speak to a young lady, we say: Yes Miss (Brown).

When we speak to a lady, we say: Yes, Madam.

When we speak to a gentleman, we say: Yes, Sir.

Or we say: No, Sir. No, Madam, etc.

### Plural of nouns :

one baby	two babies
one lady	three ladies
one balcony	four balconies

### but we say :

one boy	two boys
one key	two keys

**EXERCISE.**—I live in a house with my parents. I go<sup>1</sup> home at eleven o'clock. I ring the bell. I walk in. I take off my hat and cape. I wipe my feet on the mat. I walk upstairs. I say "good-morning" to my father and mother.

Turn into the 3<sup>d</sup> pers. sing. : Fred lives in a house with his...  
: Kate lives in a house with her...

1. I go, he goes, she goes.



## 40. Fortieth Lesson.

### The drawing-room<sup>1</sup>.



The drawing-room is on the first floor of the house. In the drawing-room there is a piano with a piano-stool; a sofa, two arm-chairs, etc., are the pieces of furniture. There is a carpet on the floor, and several pictures hang on the walls. It is a fine room!

In the drawing-room we receive visitors and friends.

On this page, you see the fire-place, and the mantle-piece. A fire burns in the fire-place; it is a wood-fire. The pair of tongs and the shovel are on the side. On the mantle-piece stand two candlesticks and a bust. Over the mantle-piece is a looking-glass. There are curtains and a blind at the window.

1. See picture, opposite page 94.

### PHONETIC DRILL

[ɛ]	[ʌ]	[œ:]	[ai]	STRESS
and	bust	burn	fine	candlestick
stand	shovel	curtains	blind	mantle-piece
friend	covered	furniture	fire	drawing-room

### A VISIT (continued).

I walk upstairs. [I go into the drawing-room; I see Mrs. Brown; I shake hands with her].

Mrs. Brown.—How do you do, Mr. Jones?

Mr. Jones.—Very well, thank you. And how are you?

Mrs. Brown.—Pretty well, thank you. And how is Mrs. Jones? how are your children?

Mr. Jones.—They are all right.

Mrs. Brown.—Sit down. Come near the fire. It is so cold!

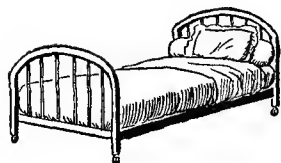
### EXERCISE.—Complete the sentences with verbs :

In the drawing-room, we—visitors and friends.

On a sofa or an arm-chair, we—. On a piano, we—. In the fire-place, the fire—. Pictures—on the walls. On the mat, we—our feet. With a key, we—the door.

# 41. Forty-first Lesson.

## The bed-room<sup>1</sup>.



a bed

On the first floor, on the right side of the picture, is the bed-room. In the bed-room, the pieces of furniture are ; the bed, an arm-chair and a ward-robe.

We see also a washing-stand

behind the bed, and a looking-glass against the wall.

On the floor, there is a small carpet or rug.

In the bed-room, we **sleep**.

## The bath-room<sup>1</sup>.

In the middle of the picture, between the drawing-room and the bed-room is the bath-room. In the bath-room, on the left, we see the bath; the water comes from the tap. On the right is the round tub, and above the tub is the shower-bath.

In the bath room we take hot or cold baths, and we **wash**.



*This is the way we wash our hands,  
Wash our hands, wash our hands,  
This is the way we wash our hands,  
On a cold and frosty morning.*

1. See picture, opposite page 94.

## PHONETIC DRILL

[a]	[ai]	[ɔ:]	[ɑ]	[i:]
tap	white	warm water	arm-chair	sleep
mat	right	washing-stand	carpet	sheet
mattress	side	wardrobe	bath [0]	receive

### We conjugate :

I wash my hands.

He washes his hands

She washes her hands

We wash our hands

You wash your hands

They wash their hands

NOTE.—Use the possessive adjectives before parts of the body.

### WE MAKE THE BED :

First, we turn the mattress, and put it on the spring-mattress. Then we put the bolster, and the two sheets. On the sheets we lay the blankets. On the bolster, we put the pillow. The bed is made.

EXERCISE.—Where do you sleep? Is your bed-room small or large? How many windows are there in your bed-room? What are the pieces of furniture in your bed-room? Is there a fire-place? What is on the mantle-piece? What is the colour of the curtains? Do you wash your hands with hot water?

How many sheets are there in a bed? Is not a bolster round?

## 42. Forty-second Lesson.

## Getting up.



"Seven o'clock! Quick, get up!"

You open your eyes, you get up (you jump out of bed). You put on your slippers. You go to the washing-stand. Then you take the jug and pour some water into the basin. You take

the soap and wash your face, your neck, hands, etc. You wipe them with a towel. For your teeth, you have a tooth brush; for your nails, you have a nail-brush.

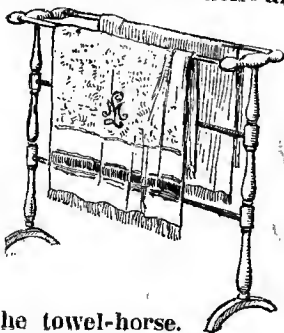
Now you are clean. You throw the dirty water into

the slop-pail, and you put the towels on the towel-

horse. Then you brush your hair with a hair-brush and comb it with a comb.



the slop-pail.



the towel-horse.

## PHONETIC DRILL

[ʌ]	[e:]	[ɔ:]	[ɒ]	[aʊ]
brush	face	floor	soap	down
jug	pail	pour	com(b)	towel
jump	basin	horse	throw	shower

## PLURAL OF NOUNS:

a brush, — two brushes

a box, — two boxes

a watch, — two watches

a dress, — two dresses

After sh, ch, x, ss, use es for the plural.

NOTE: we say 1 brush *and* he brushes; 1 dress *and* he dresses, etc.



*This is the way we brush our hair,  
Brush our hair, brush our hair,  
This is the way we brush our hair,  
On a cold and frosty morning.*

EXERCISE.—1. Repeat the text on the opposite page:

- in the first person: *I open my eyes*, etc.
- in the third person (masc.): *Paul opens his eyes*, etc.
- — — (fem.): *Mary opens her eyes*, etc.

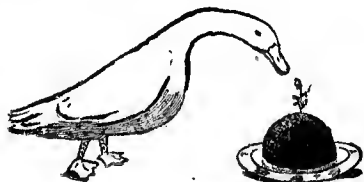
2. Conjugate: *I comb my hair with a comb.  
I brush my clothes with a brush.*

## 43. Forty-third Lesson.

### The Dining-Room.

Look at the picture of the dining-room, opposite page 94. You know the names of all the pieces of furniture in the dining-room, except the side-board. You know the table, the chairs, the carpet, which are in the middle of the room. The side-board is behind the table. Near the window is the stove, to make a fire when it is cold. The lamp that hangs from the ceiling is a lamp-pendant.

In the dining-room we eat.



The goose and the pudding.

In the dining-room we eat three or four times a day : we take three or four meals. In the morning at eight o'clock, we eat our breakfast; in the middle of the day, we have dinner or lunch; at five o'clock, English people have tea; in the evening we have supper. The four meals of the day are : breakfast, dinner, tea and supper.

### PHONETIC DRILL

[A]	[ε]	[i:]	[ai]	[ɔo]
one, done	breakfast	eat	dining-room	no, (k) now
lunch	ready	tea	side-board	nose, (k) nows
supper	Teddy	meal	behind	stove

### WHAT THE CLOCK SAYS.

*The clock says : "Eight!"*

*Quick! You'll be late!*

*Breakfast's ready,*

*Master Teddy!*

*The clock says : "One!"*

*Pudding is done!*

*Dinner's ready,*

*Master Teddy!*

*The clock says : "Five!"*

*Cakes will arrive!*

*And tea's ready,*

*Master Teddy!*

*The clock says : "Eight!"*

*Put up your slate!*

*Supper's ready,*

*Master Teddy!*

Note: John knows his lesson; he has good marks (20).

You don't know your lesson; you get bad marks (0).

Do you know the names of the four seasons in English?

What time is it?—I don't know (I cannot say).

**EXERCISE.**—How many meals do you take in a day? At what time have you your breakfast? At what time is dinner at home? Do you take tea? In what room do you eat? Where do you sleep? Do you know the days of the week in English? What are the parts of the day? Do you like cakes? Do you like puddings?

## 44. Forty-fourth Lesson.

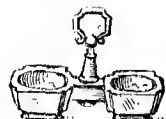
## Laying the table.

a soup-tureen  
and a ladle.a soup-plate  
and a dinner-plate.

a dish.



a cup and saucer.



a salt-cellar.



a spoon.



a fork.



a knife.



a glass.

a loaf of  
bread.

In the soup-tureen is soup. We eat our soup in a soup-plate, with a spoon.

In the dish is meat. We cut our meat with a knife and eat it with a fork.

In the salt-cellar is salt and pepper.

We drink water with a glass, and tea with a cup.

## PHONETIC DRILL

[ɛ]	[əl]	[e:]	[ɔ:]	[ai]
pepper	little	table	fork	white
ready	middle	ladle	salt	wine
bread	bottle	Mabel	saucer	(k)nife

## WE LAY THE TABLE:

First, we lay the table-cloth on the table. It is white and clean.

Then, we put the plates: the dinner-plate and the soup-plate. On the right of the plate, we place the knife and the spoon; on the left we place the fork. Before the plate, we put a glass; near the plate, the napkin, with the napkin ring.

In the middle of the table is the soup-tureen with the big spoon or ladle. Here is the decanter with water and the bottle of wine. The pieces of bread are in the bread-basket. The table is laid. Dinner is ready.

EXERCISE.—The soup is in the \_\_\_\_\_. We eat our soup with a \_\_\_\_\_. We cut our meat with a \_\_\_\_\_. With a glass, we drink \_\_\_\_\_. and with a cup, we drink \_\_\_\_\_. There is water in the \_\_\_\_\_ and wine in the \_\_\_\_\_. We eat our dinner in the \_\_\_\_\_. We sleep in a \_\_\_\_\_. I live in a \_\_\_\_\_.

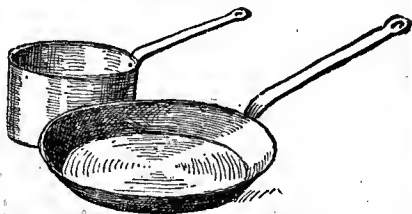
## 45. Forty-fifth Lesson.

The kitchen<sup>1</sup>.

The kitchen is on the ground-floor, on the right side of the hall. In the middle are a table and a stool, on the right is a kitchen range. Against the wall are four saucepans; on the two shelves are pots and boxes. Near the door is a cupboard ['kʌbəd].

In the kitchen the servant (the cook) prepares the meals. She cooks meat in a saucepan or a frying-pan; she roasts meat in the oven of the kitchen-range.

the saucepan.



the frying-pan.

1. See picture, opposite page 94.

## PHONETIC DRILL

[ɒ]	[ɛ]	[ʌ]	[æ:]	[ɔ:]
pots	shelf	duster	servant	floor
boxes	feather-broom	cupboard	burn	saucer
frosty	pen(k)nife	oven	furniture	saucepan

## PLURAL OF NOUNS:

a shelf, — two shelves

a knife, — two knives

a loaf, — two loaves

a calf, — two calves

a half, — two halves

a wolf, — two wolves

But we say: a roof, roofs; a waterproof, waterproofs.



*This is the way we sweep our rooms,  
Sweep our rooms, sweep our rooms;  
This is the way we sweep our rooms,  
On a cold and frosty morning.*

**EXERCISE.**—The pot is on the shelf. The box is on the shelf. The knife is on the table. The dish is in the cupboard. There is a brush in the kitchen. The child sleeps in the bed-room.

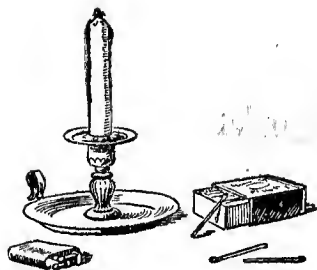
Turn into the plural number: Ex.: The pots are...

Conjugate.—I sweep the room and I dust the wall.

## 46. Forty-sixth Lesson.

### Light and Fire.

#### WE LIGHT A CANDLE.



a candlestick,  
a box of matches  
and a self-lighter.

This is a candle; it is in the candlestick. This is a box of matches.

I open the box, I take a match, I strike the match against the side of the box. The match takes fire.

I light the candle. The candle is lighted. The candle burns. I blow the candle out. The light is out.

With a match, a light or a self-lighter, gentlemen light a cigarette, a cigar, or a pipe. Gentlemen smoke. Children do not smoke.

We have electric light, or gas-light, or candle light.

We heat our houses with wood fires, coal-fires or gas-fires. In modern houses where central heating is used, there are radiators in all the rooms!



the coal scuttle  
and the shovel.

### PHONETIC DRILL

[ʌ]	[aɪ]	[ɔɔ]	[tʃ]	STRESS
scuttle	light	blow	match	electric
crumple	strike	smoke	much	central
shovel	pipe	coal	chimney	radiator

### REMARK. We say :

You finish your exercise : Your exercise is finished [t]

Have you learned [t] your lesson?

We light a candle : The candle is lighted [ɔd]

### But we say :

We lay the table : The table is laid [e:]

She makes a fire : The fire is made [e:]

You do your exercise : Your exercise is done [ʌ]

Finished, learned, lighted are *regular* participles.

Laid, made, done are *irregular* participles.

**EXERCISE.**—With what do you light a candle? What is the colour of coal? What is the colour of a candle? of a cigar? of a cigarette? of the kitchen-range? How is your house heated? And your school? What sort of light is used in your home? In your school?

Write the *regular participles of the verbs*; to prepare, to dust, to brush, to dress, to wash, to comb, to learn, to work, to play, to wipe.

## 47. Forty-seventh Lesson.

### Revision.

#### I. THE HOUSE.

How many rooms are there in this house?

What rooms are on the ground-floor? on the first floor?

In what room do you sleep? In what room do you eat? Where do you play piano? Where does the servant cook the meals? Where can you take a bath? Where do you wipe your feet when you come in?

In what rooms can you have a fire? Where is the wood-fire made? Where is the coal-fire made? Where are the pans and saucepans? Is there a carpet in the kitchen?

What are the pieces of furniture in the dining-room? What is in the sideboard?

How many chairs are there in this house? how many arm-chairs? how many stools? how many tables? how many pictures? how many looking-glasses?

#### II. THE TABLE.

How many plates are there on this table? On what side are the forks? the knives? the spoons? What is in the middle? In what is the bread? Where are the salt and pepper? In what is the water? And the wine? Is dinner ready?

With what do you eat your soup? cut your meat? eat it? What do you drink in a glass? in a cup? With what do you wipe your mouth? What is the shape of a napkin ring?

What are the meals of the day? At what time is breakfast at home? dinner? and supper? Do you eat at four o'clock? do you drink tea?

1. See picture opposite.

## 48. Forty-eighth Lesson.

### Revision.

#### WHAT A CHILD DOES IN A DAY.

In the morning, I get up at seven o'clock. I wash. I wash my face and neck, my hands, etc., with water and soap, and I wipe them with a towel. I brush my hair with the hair-brush, and I comb it with the comb. I dress.

When I am dressed, I go to the dining-room. I say "Good morning!" to my father and mother. It sits down and eat my breakfast. After breakfast, I put on my hat, I take my satchel and go to school.

At school, I work: I read, write, count. I learn English and French. I play in the play-ground. At eleven o'clock, I go back home.

At twelve o'clock, we have dinner at home. I eat and drink. In the afternoon, I go again to school, at two o'clock. When it is finished, at four o'clock, I go back home, I have a little to eat. I write my exercises and I learn my lessons. I play with my brother and sister.

At seven o'clock, supper is ready. After supper, I say "Good night" to my parents, I go to my bed-room. I undress. I put on my night-dress. I go to bed. I sleep.

**EXERCISE.**—Write 1. What Peter does in a day.  
2. What Lucy does in a day.

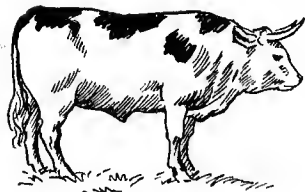
Ex.: *In the morning Peter gets up.*



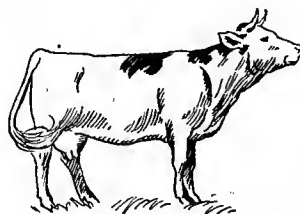
## 49. Forty-ninth Lesson.

## Food.

(WHAT WE EAT).



This is an ox.



This is a cow.

What we eat is called our food. The cow gives us milk to drink. The ox gives us meat to eat. The meat of the ox is called beef.

A young ox is called a calf. The meat of the calf is called veal.

The sheep gives us meat to eat. The meat of the sheep is called mutton.

A young sheep is a lamb.

The pig gives us meat to eat.

The meat of the pig is called pork.

So we eat beef, veal, mutton and pork. We eat also fish and chicken\*.



Here are a sheep and a young lamb.



Here is a pig.

1. A young cock is called a chicken. There is a cock on page 151.

## PHONETIC DRILL

[i]	[i:]	[a:]	[æ]	[ɔ:]
give	meat	bath	how	fork
milk	veal	ha(l) f	now	pork
drink	sheep	ca(l) f	cow	called [kɔ:ld]

## IRREGULAR PLURAL

SINGULAR	PLURAL	SINGULAR	PLURAL
a man	two men	a foot	two feet
a woman	two women	a tooth	two teeth
a child	two children	a goose	two geese
an ox	two oxen	a sheep	two sheep

NOTE: My name is Jane = I am called [kɔ:ld] Jane.

This is a fish:



Fishes live in water

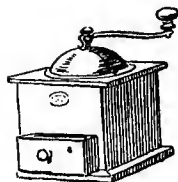
EXERCISE.—What animal gives us beef? What animal gives us mutton? What animal gives us veal? What meat does the pig give us? What does the cow give us? How is a young ox called? What is a chicken? Where do fishes live? Do you eat lamb? Who cooks the meat?

Conjugate.—I have finished my exercise.

## 50. Fiftieth Lesson.

## Food.

(WHAT WE DRINK).



a coffee mill.



a sugar basin.



a tea pot.

In the morning, for breakfast, we drink coffee and milk, or chocolate. We eat bread and butter. Butter is made with the cream of milk.

The servant grinds the coffee in a coffee-mill; she brings the coffee in a coffee-pot to the dining-room.

You put one or two lumps of sugar in your cup of coffee.

At dinner you drink water, wine, beer, or cider. They are in a decanter or in a bottle.

After dinner, the parents take coffee in a coffee-cup.

At tea you drink tea, with a little milk, in a tea-cup. Tea is made in a tea-pot.

You put sugar, and stir your tea with a tea-spoon. At supper, the drinks are the same as at

dinner.



a milk-jug.



a bottle.

PHONETIC DRILL

[ʌ]	[œ:]	[ʊ]	[i:]	[ai]
cup	her	foot	eat	wine
lump	turn	put	cream	grind
butter	stir	sugar	beer	cider

WE LEARN NEW ADJECTIVES :

When you want to eat, you say : I am hungry.

When you want to drink, you say : I am thirsty.

When you want to sleep, you say : I am sleepy.

When your exercise has no mistakes, you say: it is right.

When your exercise has many mistakes, you say: it is wrong.

NOTE: In summer, you are warm or hot; in winter, you are cold.

**EXERCISE.**—Tea is made in a\_\_\_and coffee is made in a\_\_\_. We drink tea with a\_\_\_and wine with a\_\_\_. Beer is put in a\_\_\_water in a\_\_\_, and milk in a\_\_\_. At breakfast, we eat—and\_\_\_. Butter is made with\_\_\_.

John wants to eat: he is\_\_\_.

Mary wants to drink: she is\_\_\_.

*Conjugate:* I am hungry, I am not thirsty.

# 51. Fifty-first Lesson.

## Food (vegetables).

With our meat, we eat vegetables, like potatoes. Fried potatoes are very good. Potatoes are fried in the frying-pan.

Other vegetables are cabbages and cauliflowers; peas and beans; carrots and turnips. Carrots are red and turnips are white.

We eat also spinage, artichokes, etc.



a carrot.

## We make a salad.

We must have a salad-dish, a salad fork and spoon.

I take the salad. I cut the leaves. I wash them. I shake them.

I take some salt, and some pepper and put them in the spoon. I take the vinegar-bottle and pour some vinegar in the spoon. I stir it with the fork. I pour it on the salad.

I take some oil and pour it on the salad. I mix it well. The salad is ready.



peas.



beans.



cabbage.



potatoes.



a cauliflower.

## PHONETIC DRILL

[i:]	[oi]	STRESS
eat peas beans	toy oil boy	carrot salad vegetables turnip cabbage cauliflower pepper spinage artichokes

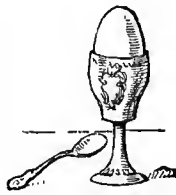
## CONJUGATION.

Past tense :

To day : we have meat, yesterday : we had fish.

I had, he had, she had, it had, we had, you had, they had.

## AT TABLE.



Mother. — Will you have a boiled egg?

Frank. — Yes, please, Mother.

Mother. — Do you want butter?

Frank. — No, thank you. Pass me the salt, if you please.

Mother. — Shall I give you some more meat now?

Frank. — No more, thank you. Only some vegetables.

Mother. — What do you want for dessert? Cheese or jam?

Frank. — I want both! (cheese and jam).

Mother. — Frank, you are a greedy boy.

EXERCISE.--What is the colour of a carrot? of a turnip? of a cabbage? of a salad? of a cauliflower? What is the colour of salt? What is the colour of pepper? Do you like potatoes? Are fried potatoes very good? What do you want to make a salad?

Conjugate: I had a good dinner.

## 52. Fifty-second Lesson.

### Food (Dessert).

At the end of dinner, we eat dessert.  
Children like dessert very much.



cheese.



jam.



tart.

Cheese is made of milk and cream.

Jam is made of sugar and fruit: apricot-jam, cherry-jam, strawberry-jam.

A tart is made of pastry and fruit: apple-tart, cherry-tart.

We eat also biscuits and cakes.



cherries.



a walnut.



strawberries.

In Summer, we eat fruit: cherries, strawberries, apricots, plums and peaches.



an apple.



grapes.



a pear.

In Autumn, we have apples and pears, grapes, nuts and walnuts.

### PHONETIC DRILL

[e]	[e]	[ɛ:]	[ə:]	[tʃ]
make	grapes	there	wall	cheese
take	pastry	pair	walnut	cherries
bake	apricot	pear	strawberry	peaches

Conjugation. Past tense of verb to be.

Yesterday I was at school, I was not at home.

He was at school, he was not at home.

She was at school, she was not at home.

We were at school, we were not at home.

You were at school, you were not at home.

They were at school, they were not at home.

The baker makes bread  
with flour [flaʊ]



The baker bakes bread  
in the oven.

**We clap our hands and  
we say aloud :**

*Pat-a-cake, pat-a-cake, baker's  
man :*

*Make me a cake as fast as you  
can.*

*Make it and bake it and mark it  
with a D,*

*Put it in the oven for Dolly and  
me.*

**EXERCISE.**—Write a list of the  
things you like to eat: 1. at  
breakfast. 2. at dinner. 3. at tea.  
4. at supper.

Conjugate: Was I silent?

# 53. Fifty-third Lesson.

## Washing and ironing.



This is the way  
we wash  
our clothes  
etc.<sup>1</sup>

This is the way  
we iron  
our clothes  
etc.<sup>1</sup>



To-day is washing day. The servant takes all the dirty linen: underclothes, handkerchiefs, towels, etc.

The washerwoman washes them in a tub with water and soap.

She puts the linen to dry on lines or strings. When the linen is dry, the servant will iron it with a flat-iron.



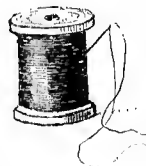
This is a flat-iron.

Women and girls can mend clothes and can sew. Little girls learn sewing at school. They sew with a needle and cotton or thread.

I thread my needle. I take the needle with my left hand, and the thread with my right hand.

I sew. I hold the needle between the thumb and the forefinger, and I push it with a thimble.


The thimble is on the middle finger.



This is a reel of black cotton and a needle.

1. See page 134.

## PHONETIC DRILL

	[θ]	[ʃ]	[aɪ]
thum(b)	so	line	
thimble	sew	i(r) on [aɪən]	
thread	sewing	i(r) oning	

## PAST, PRESENT, AND FUTURE.

PAST. Yesterday was Monday; we washed the linen.

PRESENT. To-day is Tuesday; we iron the linen.

FUTURE. To morrow will be Wednesday; we shall mend the linen.

## PAST TENSE OF THE VERB: TO WASH:

I washed the linen.	We washed the linen.
He washed the linen.	You washed the linen.
She (it) washed the linen.	They washed the linen.

NOTE.—By adding ed you form past tense of regular verbs. An irregular verb: to have: I had, he, she, it had, we had, you had, they had.

EXERCISE.—To-day the washerwoman washes the dirty linen; she washes the shirts and chemises, the bed-sheets, the towels and the handkerchiefs.

The servant irons the cuffs and collars, the shirts, the curtains. She mends the socks and stockings. She sews the buttons.

Turn to the past tense: Ex.: Yesterday, the washerwoman washed...

## 54. Fifty-fourth Lesson.

### What things are made of.

**Wood.** The floor is made of wood. The tables and chairs are made of wood.

**Iron.** A key is made of iron. The lock is made of iron too. Knives, penknives, and scissors, are made of steel.



a penknife.



a pair of scissors.

**Gold and silver** are precious metals. Gold is yellow and silver is white. There are gold-rings and silver-rings; gold-watches and silver-watches, etc.

**Copper** is a yellow metal, but it is not so precious as gold. The handle of the door is made of copper. A penny is made of copper or brass.

**Leather.** Your boots, your shoes, a satchel are made of leather.

**Glass and china.** What is made of glass? A glass. The window-panes are made of glass. Plates and dishes, cups and saucers are made of china (porcelain).

**Cotton and wool.** Cotton comes from a tree: the cotton-tree; and wool comes from the back of sheep. Our clothes are made of wool and cotton.

You know that a house is made of **bricks** and **stones**.

### PHONETIC DRILL

READ: Go to school. Be good. Come back soon.

Clean my boots. Mend my shoes. Sweep the floor.

Bread is made of flour. The door is made of wood.

### CONJUGATION: The Future tense:

I shall go to school.

He will go to school.

She (it) will go to school.

We shall go to school.

You will go to school.

They will go to school.

*Interrogation:* Shall I go? Will he go? Will she go? Will it go? Shall we go? Will you go? Will they go?

*Negation:* I shall not go, He will not go, etc.

*NOTE.* — We conjugate in the same way: I shall be, I shall have, etc.



*This is the way we mend our shoes,  
Mend our shoes, mend our shoes;*

*This is the way we mend our shoes  
On a cold and frosty morning.*

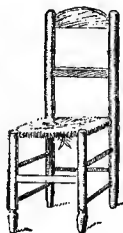
**EXERCISE.**—1. Name five things that are made of wood. 2. Name three things made of gold. 3. Name four things made of wool. 4. Name two things made of cotton. 5. Name two things made of leather.

*Conjugate:* I shall dance and sing.

## 55. Fifty-fifth Lesson.

### Comparatives.

This chair



a kitchen-chair.



a dining-room chair.

is as large as this one :



a kitchen-chair.

This dining-room chair is **larger** and **finer** than the kitchen-chair.

It is the **largest** and **finest** of the three chairs.

Fred is eight years old. Fred is **younger** than Louis.  
Louis is nine years old. Louis is **older** than Fred.  
Frank is eleven years old. Frank is **older** than Fred and Louis. Frank is the **oldest**.

The teacher is **older** and **taller** than the pupil.  
The pupil is **younger** and **smaller** than the teacher.

Bread is **good**. Cakes are **better** than bread.

**MARKS.** 12 is good, but **not so good** as 15; 15 is **better**, but 20 is the **best**.

### PHONETIC DRILL

READ: Kate has a cat. A small cat is called a kitten. Will you have a kitten or a kite?

It is not a bad note.

### COMPARATIVES AND SUPERLATIVES.

<i>Positive.</i>	<i>fine.</i>	<i>Compar.</i>	<i>finer.</i>	<i>Superl.</i>	<i>the finest.</i>
	<i>big.</i>		<i>bigger.</i>		<i>the biggest.</i>

For long adjectives, we say :

difficult.	more difficult.	The most difficult.
------------	-----------------	---------------------

Notice the form :	good.	better.	the best.
-------------------	-------	---------	-----------

### CONJUGATION. Past tense (Interrogatively and negatively)

Did I go to school?

Did he, she, it go to school?

Did we go to school?

Did you go to school?

Did they go to school?

I did not go.

He, she, it did not go.

We did not go.

You did not go.

They did not go.

**EXERCISE.**—This shoe



is ..... as this one



This bee



is ..... than this one



This bird



is ..... than this one



Two is better — one. The father is older — the son. A cat is bigger — a rat.

## 56. Fifty-sixth Lesson.

### What you know.

What do you know? You know how to read, write and spell; you can speak English a little.

You can count; you know a little arithmetic.

You can draw lines and squares; you learn **drawing**.

You can sing; you have **singing** lessons.

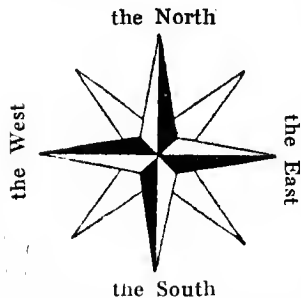
You go also to **gymnastics**.

And **history**, do you learn it? Yes, you know it a little; you know the names of kings and queens, and of presidents. Who is the king of England? You know him: it is King George V. His grand mother was Queen Victoria.

Do you like **geography**? There is a map in your classroom; you know the names of

the countries, (England, France, Belgium) of towns, (London, Paris, Brussels) of mountains, like the Alps; of rivers, like the Rhône and the Rhine.

Those rivers flow into the sea. Boats go on the sea. Aeroplanes fly in the air.



### PHONETIC DRILL

READ: How do you do? Do you go to school?

You know English now. You can read and draw. The Rhine is a river. Boats go on the sea.

### PRONOUNS

This is my money: give it to me.

This is your money: I give it to you.

The cow gives us milk.

Do you know Mr. Brown? Yes, I know him (*masc.*).

Do you know Mrs. Brown? Yes, I know her (*fem.*).

Do you know their address? No, I don't know it (*neuter*).

Do you know their children? Yes, I know them (*plural*).

We repeat: This is for me, for you, for him, for her, for it, for us, for them.

**EXERCISE.**—Do you speak English? Do you learn the history of France? What is the name of the king of England? Do you like geography? What is the capital of England?

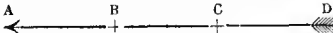
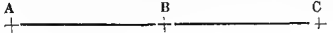
Can you sing? Can you draw a square? How many English lessons have you in a week? How many times do you go to gymnastics? Do you know your multiplication table?

**Conjugate:** Did I go to school yesterday? No I remained at home.



## 57. Fifty-seventh Lesson.

## Prepositions (Revision).

- At, to.** You go *to* school, and you stay *at* home.  
*Note:* You go home.
- Of, from.** The days *of* the week. Count *from* one to ten.  
 You go *from* France *to* England in a boat.
- Up, down.** Stand *up*, sit *down*. Upstairs, downstairs.
- In, into.** Come *in*!—First Steps *in* English. I walk *into* the room.
- Out.** May I go *out*? Go *out* of the room!
- On, off.** Put your cap *on*. Take it *off*.
- Above.** The ceiling is *above* your head.
- Under.** The floor is *under* your feet.
- With.** You write *with* a pen or *with* a pencil.
- Before.**  A is *before* B.  
 B is *before* C, etc.
- Behind.** D is *behind* C; C is *behind* B; B is *behind* A.
- After.** *After* Spring comes Summer.
- Between.**  B is *between* A and C.
- Round.** The children dance *round* the tree. (See page 133).
- Middle.** The nose is *in the middle* of the face.
- Near.** The cheeks are *near* the ears.

**EXERCISE.**—Write ten sentences with: at, to, in, out, on, with, near, before, behind, round.

## 58. Fifty-eighth Lesson.

## Professions (Revision).

- The **baker** is the man who makes and sells bread.
- The **pastrycook** makes and sells cakes and tarts.
- The **butcher** sells meat: beef, veal and mutton.
- The **pork-butcher** sells pork: pork-cutlets and sausages.
- The **grocer** sells coffee, chocolate, sugar, biscuits; etc.
- The **greengrocer** sells vegetables and fruits.
- The **tailor** makes coats, waistcoats, trousers, etc.
- The **dressmaker** makes dresses and frocks (for girls and ladies).
- The **hatter** makes and sells hats and caps.
- The **milliner** makes and sells hats and bonnets (for ladies).
- The **shoemaker** makes and sells boots and shoes.
- The **mason** or bricklayer builds (makes) the house.
- The **locksmith** makes locks and keys.
- The **gardener** works in the garden.

**EXERCISE.**—What does the butcher sell? What do you buy [bai] at the grocer's? What can you find in a greengrocer's shop? Who makes keys and locks? Who makes overcoats? Where does the gardener work? Who makes bread? Who gives us milk? Who gives us eggs? What animals give us meat?  
*Conjugate in the present tense, past tense and future tense, the verbs: to be, to have, to learn, to work, to play.*

## Lessons 59 to 64.

### Spring<sup>1</sup>.

[This is a picture. What season is it? It is Spring. Spring begins on the 21<sup>st</sup> of March and ends on the 20<sup>th</sup> of June. In Spring, the days are longer and the nights are shorter. The sun shines, and it is not cold. There are flowers in the gardens, there are leaves on the trees. Little birds fly in the air. Spring is a fine season!]

I. On the right side of the picture stands a house. The door is open. You can see the servant. She is cooking the dinner in the kitchen.

The grandmother is sitting on the door-step. She has the baby on her lap. The baby is playing with a young lamb.

The swallows are flying under the roof. The storks have built their nests on the top of the roof. There is smoke coming out of the chimney.

There is a flower-pot on the window-sill.

II. Near the house is a small garden. In the middle of the garden stands the cherry-tree. It is all white and pink; it is in blossom. Under the tree, the mother and the grandfather are working. The mother is digging the ground with a spade. The grandfather holds a long stick in his hand.

The eldest boy is leaning against the fence. He is eating bread and honey, and looking up at the swallows. Can you see the bees and bee-hives close to the house?

1. See picture.

2. This is a house. What is this?... What is the servant doing? etc., etc. for each paragraph.

III. Before the door is the eldest girl; she is kneeling on the ground, and feeding the ducks and little ducklings. Behind her the cock, the hens and chickens are picking up the grain. Little birds come also to pick up grains and crumbs.

In the middle of the picture, four little children are dancing in a ring, and singing. A dog is jumping and barking at them.

IV. Behind the house is the church of the village. It has a large clock, and a very high steeple.

Behind the garden is a green meadow, with trees. There is a road between the meadow and the field. In the field, the father is working with his two horses. They are harrowing with the harrow.

This man is a farmer. He lives in a farm with his large family: his wife (the farmer's wife) and seven children. The grandfather and grandmother live with them.

V. On the left side of the picture is a mill. It is a water-mill. The wheel is turning.

In the mill live the miller and his wife. You can see the miller's wife crossing the bridge over the brook. The ducks are swimming in the water. On the bank of the brook is an old willow-tree.

The miller grinds the corn and sends the white flour to the baker, who makes bread with it.

VI. Behind the mill, on the top of the hill, stands an old ruin. At the foot of the hill is a wood of fir-trees.

Look at the road. It is not straight. It is winding up the hill, on which stands a fine castle. Do you see a man walking on the road? This man is a traveller. He is going on foot to the village.

In the background are high mountains. You can see the white snow on the top.

## Lessons 65 to 70.

### Winter<sup>1</sup>.

[This is a picture. It is a picture of Winter. Winter is one of the four seasons of the year. It comes after Autumn and begins on the 21<sup>st</sup> of December. In Winter it is very cold. The days are very short, and the nights are long.]

I. It is winter. There is snow on the ground, on the branches of trees, and on the roofs of houses. The trees have no leaves; they are bare. Behind the house there is a fir-tree, which is green in winter and in summer. It is called an evergreen.

Near the house, there is a pile of logs. With logs of wood we make fires.

II. Look at those two houses. One is higher than the other. The higher house is the forge. The door is open; you can see the big fire. In the forge, the blacksmith works. Over the door, there is a horse-shoe as a sign. There are two garret-windows on the roof.

The blacksmith lives in the small house with his family. His child is looking out of the window. The blacksmith's wife is sweeping the snow before the house with a broom.

III. There is a sledge with two horses standing before the forge. The sledge has no wheels. There is a lady inside; the gentleman is standing outside; he

<sup>1</sup>. See picture.

is cold. The coachman is sitting on the box. A girl is giving him something hot to drink.

The blacksmith is looking at the horse-shoe. He is mending it; he holds a hammer in his right hand.

On the top of the sledge are trunks and boxes.

IV. There are many children in this picture. They have come back from school. Their school-bags and slates are on the ground.

On the left, two children are sliding in a sledge. In the middle, a boy is rolling a large snow-ball with his hands. A little girl and her brother are going home. On the right a boy and a girl are making a snow-man. The snow-man has a white beard and a pipe in his mouth. He holds a stick in his hand.

V. On the right of the road is a pond. This pond is frozen. Many people are skating on the ice. A gentleman and a lady are skating together. A gentleman is skating alone. A boy is holding his little sister's hand: she is afraid of falling down. A boy has fallen down on his back; his friend is laughing. At the other end of the pond, men are breaking the ice and putting it into a cart.

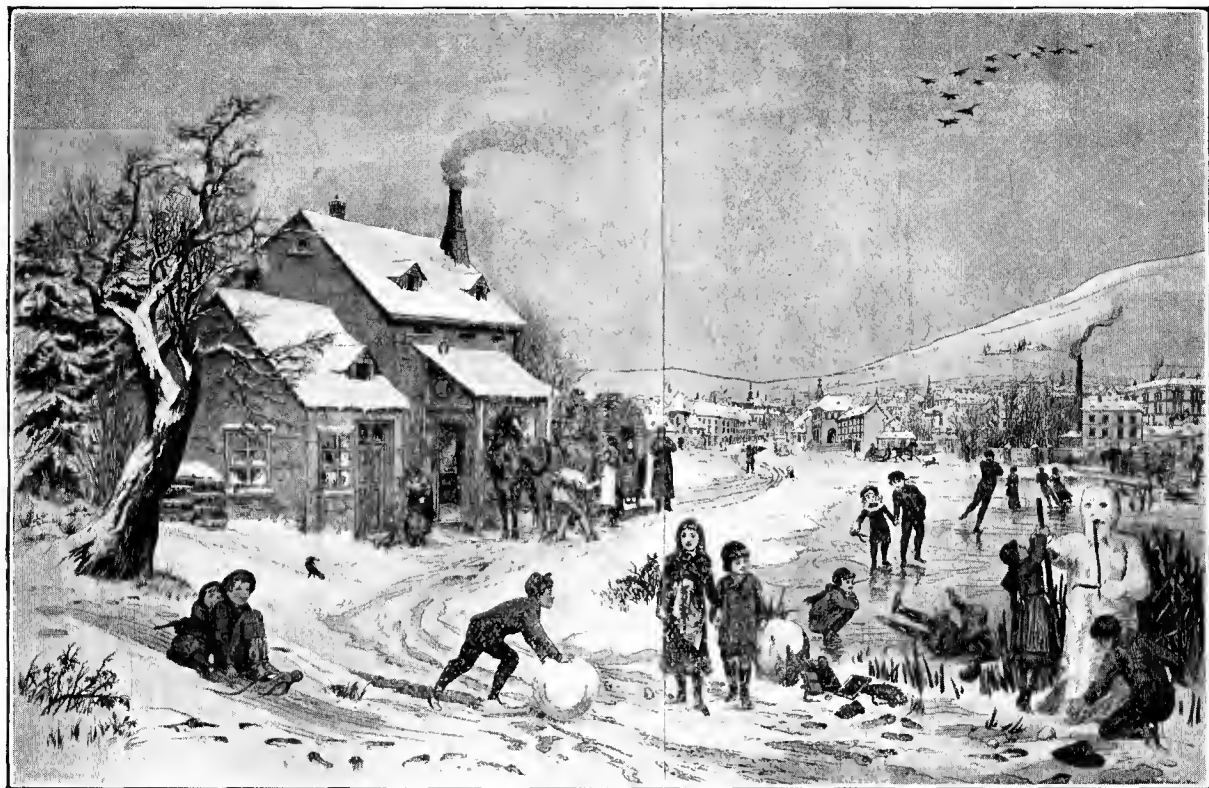
VI. At the foot of the hill lies the town. You can see the steeples of churches and the tall chimneys of factories. Can you see the town-hall in the main street?

Behind the town is a hill white with snow with a small village. A flock of black ravens is flying in the sky.

On the road, a man is going to the town. He is carrying a Christmas-tree on his shoulder. It is Christmas time. Christmas comes every year on the 25<sup>th</sup> of December



**SPRING.**

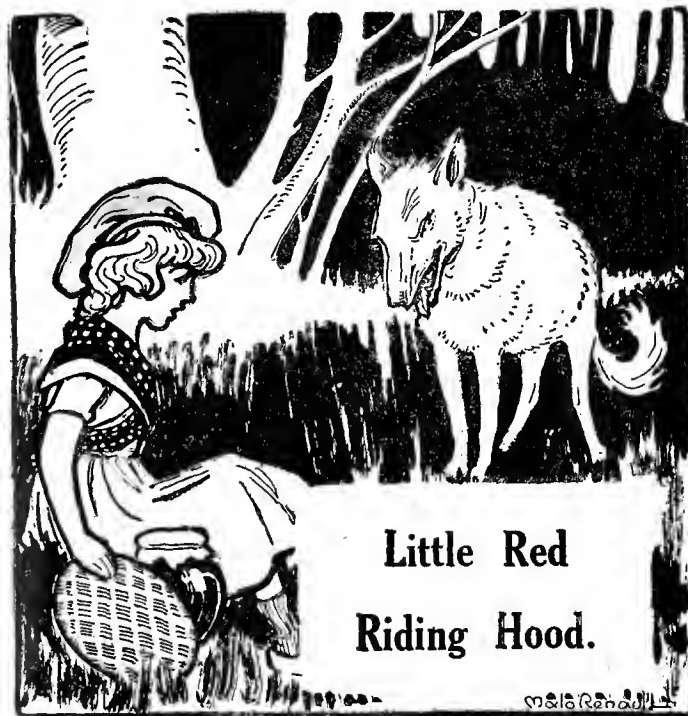


**WINTER.**

**Stories** *hai*

**Poems**

**and Songs** *canon*



Once upon a time there was a little girl who lived in a village. She was such a nice little girl that her grandmother was very fond of her, and made her a little red cloak with a hood. So everybody called her Little Red Riding Hood.

One day when her mother was baking, she said : " I hear your poor grandmother is ill in bed. Go across the forest and see how she is, and take her this cake and a pot of butter. "

Little Red Riding Hood was pleased to go. So she took the basket with the cake and butter on her arm, and went off.

When she was in the forest, a wolf came on the road. "Good morning, Red Riding Hood," said the wolf; "where are you going?"

Now Red Riding Hood did not know that it is dangerous to stop and speak to wolves. So she made a curtsey, and said:

"I'm going to see grandmother, because she's ill; and I am taking her a cake and a pot of butter."

"Where does your grandmother live?" said the wolf.

"In a cottage at the end of the forest," said Red Riding Hood.

"Well, good morning," said the wolf.

Red Riding Hood stopped to pick some wild flowers to make a posy for her grandmother, and the wolf trotted away.

As soon as he was out of her sight, he galloped away to the old woman's cottage, and knocked.

"Who's there?" said the old woman, in a feeble voice.

"Little Red Riding Hood," said the wolf, imitating a little girl's voice. "Mother sends you a cake and a pot of butter."

"Lift up the latch and walk in," said the grandmother; "I'm ill in bed, and can't come to the door."

So the wolf lifted the latch and ran in, and gobbled up the poor old grandmother in a moment. Then he put on her nightgown and nightcap, got into bed, and pulled up the bedclothes.

Presently Red Riding Hood came and knocked at the door.

"Who's there?" said the wolf, imitating the grandmother's voice.

"Little Red Riding Hood. Mother sends you a cake and a pot of butter."

"Lift up the latch and walk in," said the wolf, and Red Riding Hood entered.

"How hoarse you are, Granny!" said Red Riding Hood.

"That's because I've got such a bad cold, my dear," said the wolf. "It's getting late, so you must undress and come to bed."

When Red Riding Hood got into bed, she saw the wolf's ears sticking out from under the nightcap.

"What great ears you've got, Granny!" she said.

"All the better to hear with, my dear!" said the wolf.

"And what great arms you've got, Granny!"

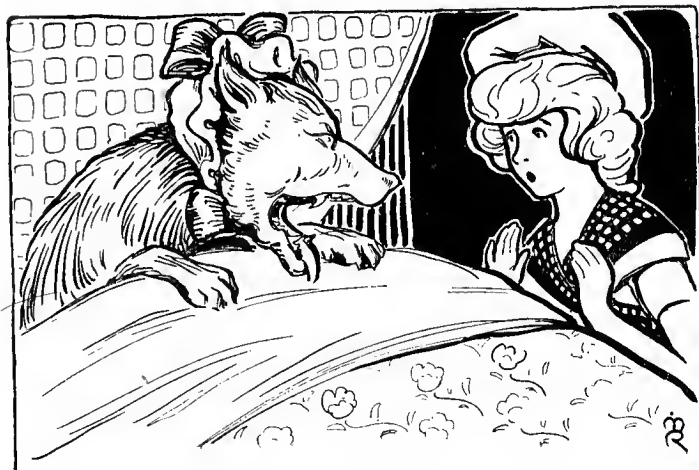
"All the better to hug with, my dear!"

"But, Granny, what great eyes you've got!"

"All the better to see with, my dear!"

"But, Granny, what great teeth you've got!" said Red Riding Hood, who began to be afraid.

"All the better to eat you, my dear!" shouted the wolf. And the wicked beast jumped up, and ate her all up at a mouthful.







Harry was a nice little boy who lived at a farm in the country.

His father had a big dog named Carlo. Harry was very fond of Carlo, and the dog was very fond of him.

Every day they played together in the garden, or in the fields near the house.

One day Harry called Carlo, and they went out for a good walk. Soon they came to the pond at the end of the garden.

Here Harry found an old tub which was on the grass, near the water. "Oh, what a nice boat we can make with that tub!" he said.

But it was very difficult to make it sail, as the tub had no mast and no oars. "What can we do?" Just then he found a piece of string in his pocket. "Very good. This is just the thing. Come here, Carlo; you must pull my boat through the water".

Then Harry tied the one end of the string to the tub, and the other end to Carlo's collar.

Then he got into the tub and pushed it off into deep water. When the tub floated, he told Carlo to swim away.

The dog did so. He was a good swimmer and he pulled hard at the string.

In a few minutes the tub was out in the middle of the pond. Harry was glad to have such a nice sail.

Look at him, and at the dog, which pulls the boat along.

★ ★

"The pond is not large. The other side is not far", says Harry. "We can be there soon..."

Crack! what is it? it is the string that is broken! The boat stops suddenly, and begins to turn round and round. Carlo swims away and poor Harry is alone in the tub! What is he going to do?



Look at him now. There is no smile on his face. He is afraid. The tub is far from the side of the pond, and the water is deep.

Harry calls back Carlo : " Carlo! come here! " and the good dog swims back to him at once. Harry begins to tie again the string as it was before.

But it is very difficult. The tub does not stop. It is always bobbing up and down like a cork, and going round and round in the water. Harry begins to be afraid again.

At last, when he was going to tie the string to Carlo's collar, the tub upset.

In went Harry over head and ears, and the tub turned upside down. Poor little boy!

The dog at once got hold of the little boy's clothes with his teeth. Then he swam back with him to the bank which was quite near.

It was not long to carry his little master to the land, and this is how they looked when they came out of the water :



1.

Cuckoo, cuckoo,  
What do you do?

2.

In April  
I open my bill,

4.

In June  
I change my tune,

3.

In May  
I sing night and day,  
*First Steps in English,*

5.

In July  
Away I fly.

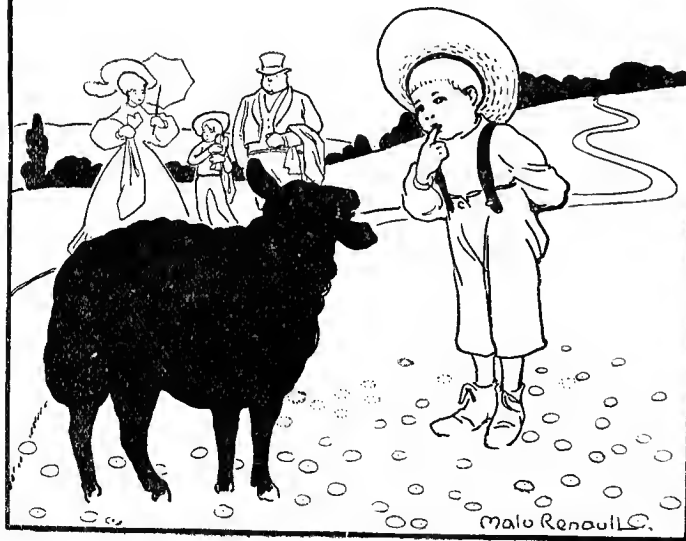
# Baa, baa.

Baa, baa, black sheep, have you any wool?

Yes, Sir, that I have; three bags full :

One for my master, one for my dame,

One for the little boy that lives in the lane.

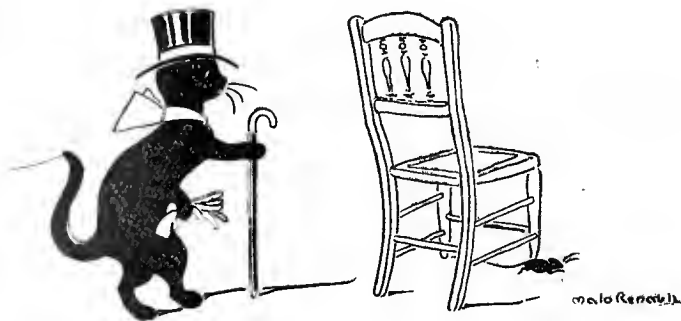


"Pussy-cat, Pussy-cat, where have you been?"

—I've been to London to visit the Queen."

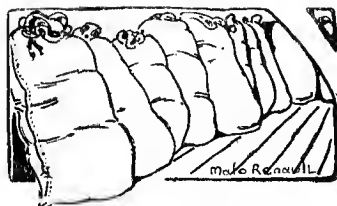
"Pussy-cat, Pussy-cat, what did you there?"

—I frightened a little mouse under the chair."

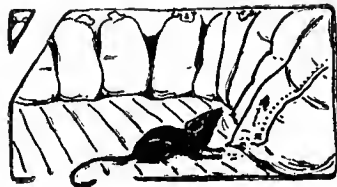




This is the house that Jack built.



This is the malt  
That lay in the house that  
Jack built.

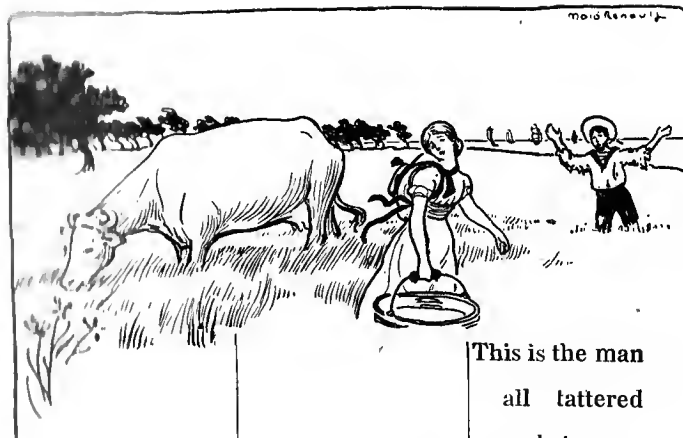


This is the rat  
That ate the malt,  
That lay in the house that  
Jack built.

This is the cat  
That killed the rat  
That ate the malt  
That lay in the house that  
Jack built.



This is the dog  
That worried the cat  
That killed the rat  
That ate the malt  
That lay in the house that  
Jack built.



This is the man  
all tattered  
and torn

This is the maiden  
all forlorn  
That kissed the  
maiden all forlorn

This is the cow  
with the crum-  
pled horn  
That milked the  
cow with the  
crumpled horn  
That milked the  
cow with the  
crumpled horn

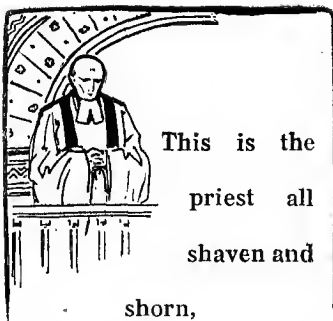
That tossed the dog  
That tossed the dog  
That tossed the dog

That worried the cat  
That worried the cat  
That worried the cat

That killed the rat  
That killed the rat  
That killed the rat

That ate the malt  
That ate the malt  
That ate the malt

That lay in the  
house that Jack  
built.  
That lay in the  
house that Jack  
built.  
That lay in the  
house that Jack  
built.



That married the man all  
tattered and torn,  
That kissed the maiden  
all forlorn,  
That milked the cow with  
the crumpled horn,  
That tossed the dog,  
That worried the cat,  
That killed the rat,  
That ate the malt,  
That lay in the house that  
Jack built.



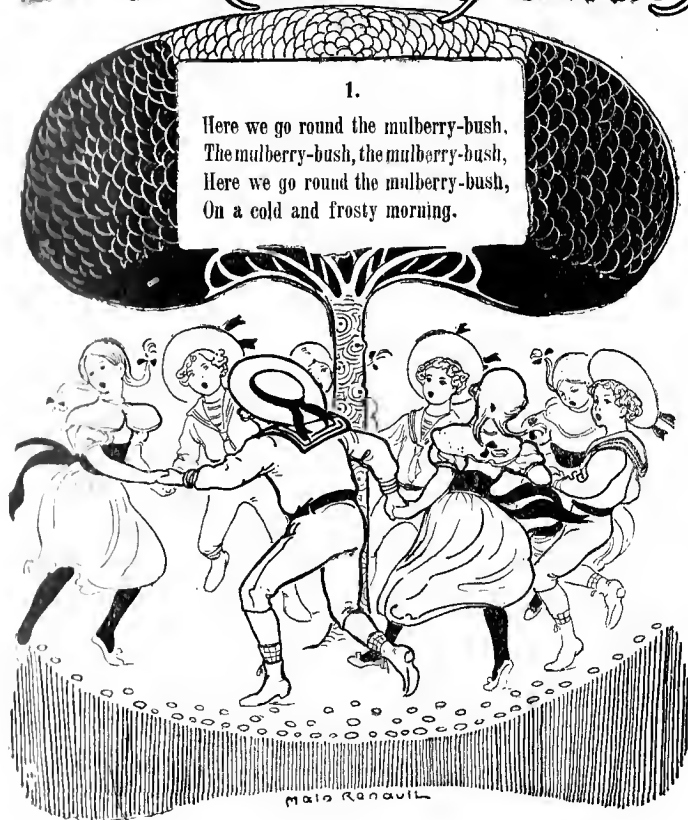
That married the man all  
tattered and torn,  
That kissed the maiden  
all forlorn,  
That milked the cow with  
the crumpled horn,  
That tossed the dog,  
That worried the cat,  
That killed the rat,  
That ate the malt,  
That lay in the house that  
Jack built.

Here we go Round

# The Mulberry-bush

1.

Here we go round the mulberry-bush,  
The mulberry-bush, the mulberry-bush,  
Here we go round the mulberry-bush,  
On a cold and frosty morning.



2.



This is the way we wash our clothes,  
 Wash our clothes, wash our clothes,  
 This is the way we wash our clothes,  
 On a cold and frosty morning.

3.

This is the way we iron our clothes,  
 Iron our clothes, iron our clothes,  
 This is the way we iron our clothes,  
 On a cold and frosty morning.



4.

This is the way we sweep our rooms,  
 Sweep our rooms, sweep our rooms,  
 This is the way we sweep our rooms,  
 On a cold and frosty morning.



5.

This is the way we mend our shoes,  
 Mend our shoes, mend our shoes,  
 This is the way we mend our shoes,  
 On a cold and frosty morning.





6.

This is the way we wash our hands,  
 Wash our hands, wash our hands,  
 This is the way we wash our hands,  
 On a cold and frosty morning.



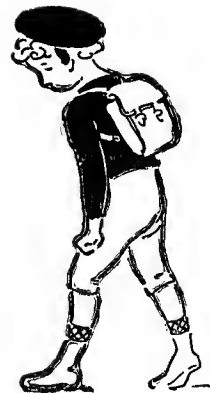
7.

This is the way we brush our hair,  
 Brush our hair, brush our hair,  
 This is the way we brush our hair,  
 On a cold and frosty morning.



8.

This is the way we go to school,  
 Go to school, go to school,  
 This is the way we go to school  
 On a cold and frosty morning.



9.

This is the way we come from school,  
 Come from school, come from school,  
 This is the way we come from school  
 On a cold and frosty morning.



Mary B. R. 1911



## Little drops of rain.

Beating, running, making rivers,

The little drops of rain

Pitter patter, pitter patter,

Down the window-pane!

No walking out to-day,

No games, not any fun,

Till their pitter patter

Is over quite and done!

Beating, splashing, never caring,

The little drops of rain

Pitter patter, pitter patter,

Down the window-pane!



## The Burial of poor Cock Robin.

1.

Who killed Cock Robin?

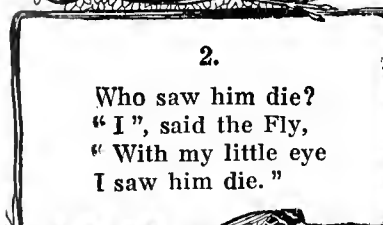
"I", said the Sparrow,  
"With my bow and arrow,  
I killed Cock Robin."



2.

Who saw him die?

"I", said the Fly,  
"With my little eye  
I saw him die."



3.

Who caught his blood?

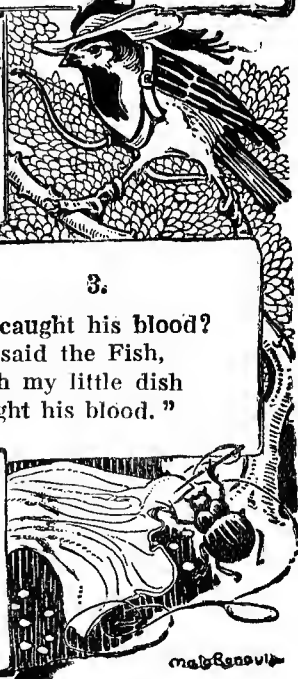
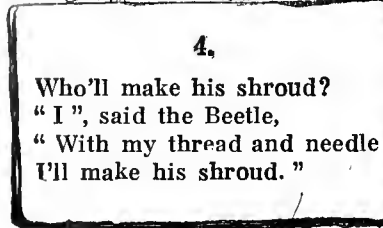
"I", said the Fish,  
"With my little dish  
I caught his blood."



4.

Who'll make his shroud?

"I", said the Beetle,  
"With my thread and needle  
I'll make his shroud."



made by Rev. J. H. ...



## The Burial of poor Cock Robin (*continued*)

5.

Who'll carry him to his grave?  
 "I", said the Kite,  
 "If it's not in the night  
 I'll carry him to his grave."

6.

Who'll dig his grave?  
 "I", said the Owl,  
 "With my spade and shovel  
 I'll dig his grave."

7.

Who'll carry the link?  
 "I", said the Linnet,  
 "I'll fetch it in a minute,  
 I'll carry the link."

8.

Who'll be chief mourner?  
 "I", said the Dove,  
 "I'll mourn for my love,  
 I'll be chief mourner."

## The Burial of poor Cock Robin (*continued*)

9.

Who'll be the parson?  
 "I", said the Rook,  
 "With my little book  
 I'll be the parson."

10.

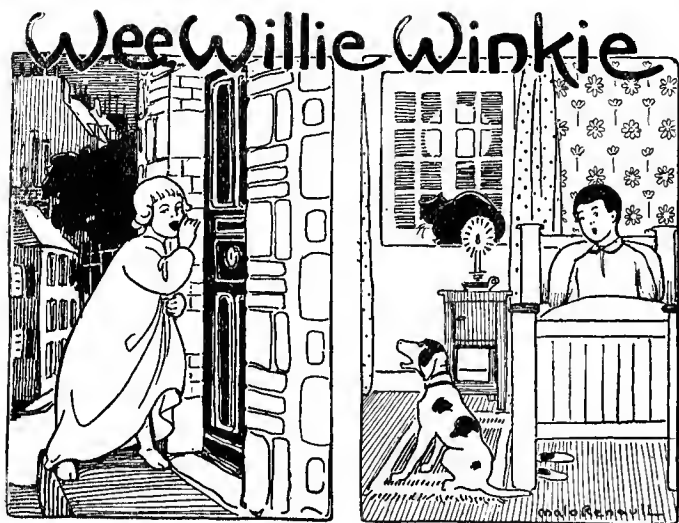
Who'll be the clerk?  
 "I", said the Lark,  
 "If it's not in the dark,  
 I'll be the clerk."

11.

Who'll toll the bell?  
 "I", said the Bull,  
 "Because I can pull:  
 I'll toll the bell."

12.

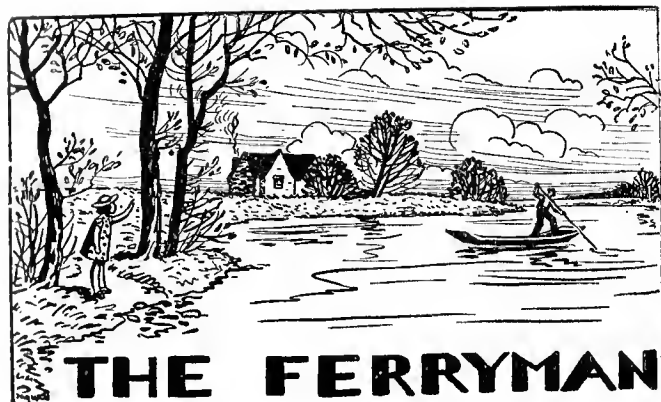
And all the little birds  
 Fell a-sighing and sobbing,  
 When they heard the bell toll  
 For poor old Cock Robin!



## Wee Willie Winkie

Runs through the town,  
Upstairs and downstairs,  
In his night-gown.  
Tapping at the window,  
Crying at the lock :  
"Are the children in their beds?  
For 'tis nine o'clock!"

"Hey! Willie Winkie,  
Are you coming soon?  
The cat's singing purrie  
To the shining moon;  
The dog is lying on the floor,  
And does not even peep;  
And here's a wakeful little boy  
That will not fall asleep!"



## LITTLE GIRL

Ferry me across the water,  
Do, boatman, do.

## FERRYMAN

If you've a penny in your purse,  
I'll ferry you.

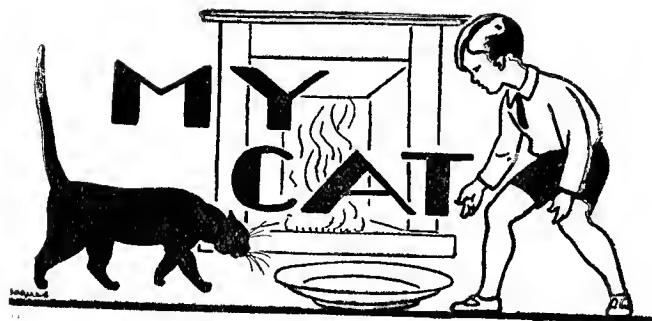
## LITTLE GIRL

I have a penny in my purse,  
And my eyes are blue;  
So ferry me across the water,  
Do, boatman, do.

## FERRYMAN

Step into my ferry-boat,  
Be they black or blue,  
And for the penny in your purse  
I'll ferry you.

CHRISTINA G. ROSSETTI.



1.

I have a cat;  
Her name is Tit;  
And on the mat  
She loves to sit.

2.

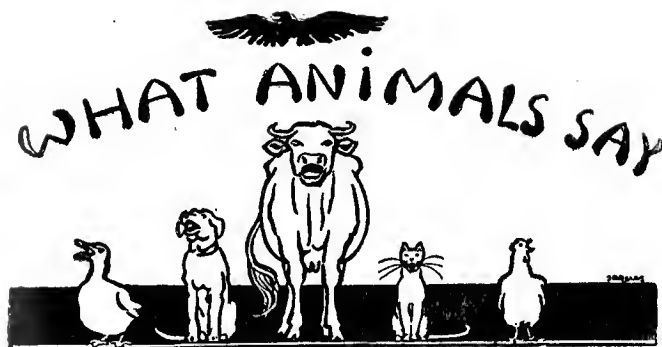
Or from the rug  
She does not stir,  
But there will sit  
All day and purr.

3.

Each day I bring  
Her dish of milk,  
And smoothe her coat,  
That shines like silk.

4.

And on my knee  
She loves to sit,  
For Tit loves me,  
And I love Tit.



1.—The dog says

Bow, wow [ao]

4.—The cow says

Moo, moo. [u:]

2.—The cat says

Mew, mew. [ju]

5.—The crow says

Caw, caw. [ɔ:]

3.—The duck says

Quack, quack. [a]

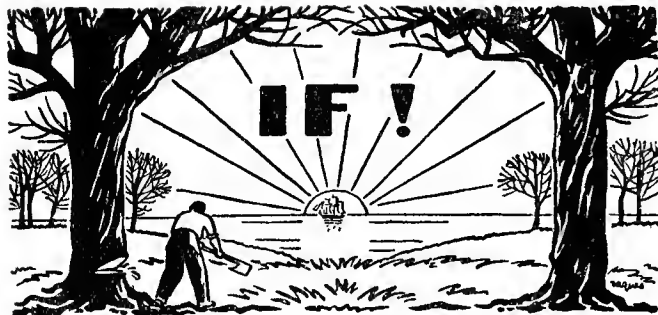
6.—The hen says

Cluck, cluck. [ʌ]

7.—So good-bye [ai]

To dog, cat,

Cow, crow, and duck.



If all the seas were one sea,  
What a *great* sea that would be!

And if all the trees were one tree,  
What a *great* tree that would be!

If all the axes were one axe,  
What a *great* axe that would be!

And if all the men were one man,  
What a *great* man that would be!

And if the *great* man took the *great* axe  
And cut down the *great* tree,

And let it fall into the *great* sea,  
What a *great* splash-splash that would be!

## What ?

1.

What do you see with?  
I see with my eyes.

3.

What do you smell with?  
I smell with my nose.

2.

What do you hear with?  
I hear with my ears.

4.

What do you talk with?  
I talk with my tongue.

## When ?

1.

When do flowers bloom?  
Flowers bloom in summer.

3.

When does the sun rise?  
The sun rises in the morning.

2.

When does snow fall?  
Snow falls in winter.

4.

When does the sun set?  
The sun sets at night.

## Where ?

1.

Where does wool grow?

Wool grows on the back of  
sheep.

2.

Where does iron come from?

Iron is dug out of the ground.

3.

Where does the baker bake  
the bread?The baker bakes the bread  
in an oven.

4.

Where do fishes live, and  
birds fly?Fishes live in the water,  
and birds fly in the air.

## THE BELLS.



Bells are tink-ling! Bells are tink-ling! Work be-gins,



Work be-gins. Mer-ri-ly come to school! Mer-ri-ly come to school!



Ding, dong, bell! Ding, dong, bell!

1.

Bells are tinkling!  
Bells are tinkling!

3.

Merrily come to school!  
Merrily come to school!

2.

Work begins.  
Work begins.

4.

Ding! dong! bell!  
Ding! dong! bell!



## THE BUSY BEES.

*p*

1. Buzz, buzz, buzz, buz-zing bu - si - ly.

*p*

Bees, we will not harm you, ne - ver, Fly a - way then,

buz-zing e-ver. Buzz, buzz, buzz, buz-zing bu - si - ly.

2.

Hum, hum, hum, humming merrily  
 Bees that gather in the bowers  
 Honey-drops from sweetest flowers,  
 Hum, hum, hum, humming merrily.

3.

Gentle bees, buzzing busily :  
 Bring us home your hidden treasure -  
 Honey-drops in fullest measure,  
 Gentle bees, buzzing busily.



## COCK-A-DOODLE-DOO !

1. Cock - a - doo - dle - doo! My dame has lost her  
 shoe, My mas - ter's lost his fid - dling stick, And  
 don't know what to do!

2.

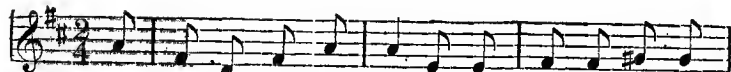
Cock-a-doodle-doo ! What is my dame to do ?  
 'Till master finds his fiddling stick, she'll dance without her shoe...

3.

Cock-a-doodle-doo ! My dame has found her shoe !  
 And master's found his fiddling stick, sing cock-a-doodle-doo !



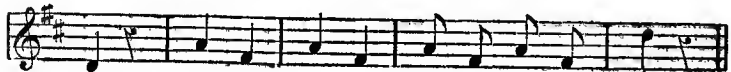
## THE CLOCKS.



1. Look at the clocks, dear child-ren, How much they have to



do, In Au-tumn and in Win - ter, In Spring and Summer



too. Tick tack, tick tack, tick tack tick tack tick!

2.

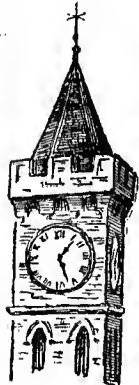
The clock on yon high tower,  
How steady it does go!  
In sunshine and in shower  
It always sounds just so:  
Tick tack, etc.

3.

At home, with equal measure,  
The clock sounds in the hall;  
To listen gives us pleasure,  
For it will always call:  
Tick tack, etc.

4.

(Quicker) But hark! my little ticker,  
It is in constant flight,  
Altho' it sounds much quicker,  
It shows the time aright.  
Tick tack, etc.



## BIRDIES IN THE WOOD.



Weber.



1. Bir-dies in the wood Mer-ri-ly do-sing,



For their hap-py lives Joy and glad-ness bring.



tra-la la tra-la la tra-la la la la



la la la la la la la la la la la

2.

Birdies in the wood,  
Safely build their nest;  
Hidden in the trees  
We will let them rest.

Tra la la, etc.

3.

Birdies in the wood,  
Soon will silence keep;  
Softly, gently sing,  
For they all will sleep.

Tra la-la, etc.

# Alphabet for spelling.

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>
e:	bi:	si:	di:	i:	ɛf	dʒi:
<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>	<b>n</b>
e:ɪf	ai	dʒe	ke	ɛl	ɛm	ɛn
<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>
oo	pi:	kju	ar	ɛs	ti:	ju
<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>		
vi:	dʌblju	ɛks	wai	zɛd		

## Phonetic script. Key words.

### VOWELS.

<i>ʌ</i> as in black	[blæk].
<i>ʌ</i> as in bar	[bɑː].
<i>ʌ</i> as in name	[neɪm] or [neim].
<i>ɛ</i> as in pen	[pɛn].
<i>ɛ</i> as in where	[wɛɪ] or [wɛə].
<i>ʌ</i> as in cat	[kæt].
<i>æ</i> as in girl	[gɜːl] or [gɜːl].
<i>ʌ</i> as in lesson	[ˈlɛsən] (2d syllable)
<i>ɪ</i> as in sit	[sɪt].
<i>ɪ</i> as in green	[ɡriːn].
<i>ʌ</i> as in clock	[klɒk].
<i>ʌ</i> as in floor	[flɔː].
<i>ʌ</i> as in wall	[wɔːl].
<i>ʌ</i> as in window	[ˈwɪndo].
<i>ʌ</i> as in book	[bʊk].
<i>ʌ</i> as in ruler	[ˈruːlɔː].

### DIPHTHONGS

<i>ai</i> as in white	[waɪt].
<i>ao</i> as in cow	[kaʊ].
<i>oi</i> as in boy	[bɔɪ].
<i>oo</i> as in no	[nɔo].
<i>ju</i> as in tube	[tjʊb].

### CONSONANTS

<i>ŋ</i> as in sing	[sɪŋ].
<i>r</i> as in read	[riːd].
<i>h</i> as in hat	[hæt].
<i>θ</i> as in thin	[θɪn].
<i>ð</i> as in the	[ði].
<i>ʃ</i> as in shut	[ʃæt].
<i>tʃ</i> as in chair	[tʃɛɪ].
<i>ʒ</i> as in division	[diˈvɪʒən].
<i>dʒ</i> as in jam or gem	[dʒam, dʒɛm].
<i>j</i> as in yes	[jɛs].

NOTE. — The other consonants are the same as in the alphabet for spelling.

The accent (ˈ) precedes the accented syllable.

The sign [:] indicates a long vowel.

N. B. — Les signes phonétiques, qui représentent uniquement des sons, sont empruntés à l'alphabet de l'Association Phonétique Internationale.



## Phonetic drill.

## Short Sounds.

[a]	[ɛ]	[i]	[ɔ]	[ʌ]
tat	tet	tit	tot	tut
dad	Ted	did	dot	dust
pap	pep	pip	pop	pup
pat	pet	pit	pot	pub
bad	bed	bit	Bob	but
cat	kept	kick	cock	cut
gap	get	give	got	gut
bag	beg	big	bog	bug
mat	Meg	mid	mop	mud
Nan	net	nib	not	nut
lap	let	live	lot	luck
mall	bell	mill	doll	lull
rat	red	rib	rob	rub
trap	tread	trick	trot	truck
drat	dread	drip	drop	drum
brat	bread	brick	brock	brunt
ham	hem	him	hop	hut

## Phonetic drill.

## Long Sounds.

[aɪ]	[i:]	[aɪ]	[ɔ:]	[ju:]
date	deed	time	tone	duke
pane	peep	pipe	pope	dupe
baby	be	bite	bone	tube
cape	keep	kite	code	cube
gate	geese	Guy	go	
mane	mete	mine	note	mute
late	leek	line	lone	lute
rate	reed	ride	robe	
grape	creed	pride	grope	
hate	heed	hide	hope	hue

Note : [u:] rule, ruler, rude, prude.

COMPARE :			
hat	hate	pat	pate
hen	he	pet	Pete
hid	hide	pip	pipe
hop	hope	pop	pope
hum	hume	plur	plume

## Short Sounds.

	[a]	[ɛ]	[i]	[ɔ]	[ʌ]
[w]	wag	wed	wig	wot	
[θ]	thatch	theft	thin	cloth	thud
[ð]	that	then	this		thus
[θr]	thrash	thresh	thrill	throb	thrush
[s]	sam	set	sit, city	sob	us
[z]	has	hens	is	Boz	buzz
[ʃ]	shall	shell	ship	shop	shut
[tʃ]	chat	check	chin	chop	much
[dʒ]	jam	gem	gin	John	judge
[j]		yes		yon	

## Diphthongs.

[aɪ]	[aɪ]	[aʊ]	[aʊ]	[ɔɪ]
time	by	cow	sound	boy
nine	try	how	pound	toy
fine	sky	now	round	oil
rice	cry	bow	brown	noise
tile	why	vow	town	join

## Long Sounds.

	[e:]	[i:]	[aɪ]	[ɔɔ]	[ju:, u:]
[w]	wave	we	wipe	woke	
[θ]	thane	theme	thigh	both	youth
[ð]	bathe	thee	thine	clothe	[u:]
[θr]		thrice	thrice	throne	through
[s]	sane	cede	side, ice	sole	use
[z]	maize	bes	rise	rose	muse
[ʃ]	shape	sheep	shine	show	shoe [u:]
[tʃ]	chase	cheek	child	choke	chew [u:]
[dʒ]	June	gee-gee	gibe	Joe	June [u:]
[j]		yield		yoke	you

## r Sounds.

[uʳ]	[eʳ]	[iʳ]	[ɔʳ]	[œʳ]	[aɪʳ]
fur	fair	fear	for	fur	fire
ure	pair	dear	more	burn	hire
urn	pear	deer	nor	her	tire
urd	there	here	door	sir	sire
urk	wear	ear	floor	girl	mire

[ʌ]	[œ:r]	[œ:r]
sun	fur	fur
son	burn	word
done	turn	work
won	churn	worm
one	purr	worse

short [ʊ]	short [ʊ]	long [u:]	[u:]	[ɔ:]
foot	full	blue	soon	all
book	bull	glue	moon	ball
good	pull	rude	noon	call
wood	push	ruin	goose	tall
cook	put	rule	soup	warm

## Tonic accent (stress).

lesson	dinner	father	ceiling	October
pencil	supper	mother	evening	dictation
window	kitchen	brother	morning	December
winter	picture	sister	corner	umbrella

## TABLE OF CONTENTS

	Pages
PREFACE .....	5
1. School things .....	6
2. ....	8
3. ....	10
4. The class-room .....	12
5. Numbers .....	14
6. The class-room .....	16
7. ....	18
8. ....	20
9. Colors .....	22
10. More numbers .....	24
11. Revision .....	26
12. Revision .....	29
13. Genders .....	30
14. Possessive adjectives .....	32
15. Ordinal numbers .....	34
16. The alphabet, Marks .....	36
17. The body .....	38
18. The parts of the body .....	40
19. The head and face .....	42
20. ....	44
21. Shapes of things .....	46
22. Shapes again .....	48
23. Revision .....	50
24. Revision .....	51
25. What time is it? .....	52
26. The day; the week .....	54
27. The months; the four seasons .....	56
28. Boys' clothes .....	58
29. Boys' clothes and underclothes .....	60
30. Girls' clothes .....	62

	Pages
31. More clothes .....	64
32. Games .....	66
33. More games .....	68
34. The toy-shop .....	70
35. <b>Revision</b> .....	72
36. <b>Revision</b> .....	73
37. The family .....	74
38. The house (outside) .....	76
39. The hall .....	78
40. The drawing-room .....	80
41. The bed-room, the bath-room .....	82
42. Getting-up .....	84
43. The dining-room .....	86
44. Laying the table .....	88
45. The kitchen .....	90
46. Light and fire .....	92
47. <b>Revision.</b> — I. The house. — II. The table .....	94
48. <b>Revision.</b> — What a child does in a day .....	95
49. Food (What we eat) .....	96
50. Food (What we drink) .....	98
51. Food (Vegetables) .....	100
52. Food (Dessert) .....	102
53. Washing and ironing .....	104
54. What things are made of .....	106
55. Comparatives .....	108
56. What you know .....	110
57. <b>Revision.</b> — Prepositions .....	112
58. <b>Revision.</b> — Professions .....	113
59-64. <b>Spring</b> .....	114
65-70. <b>Winter</b> .....	116

## STORIES, POEMS AND SONGS

Little Red Riding-hood .....	121
A Sail in a tub .....	124
Cuckoo .....	127

	Pages
Has has Black Sheep .....	128
Pussy Cat .....	129
The house that Jack built .....	130
The Mulberry bush .....	133
Little drops of rain .....	138
The burial of poor Cock Robin .....	139
Was Willie Winkie .....	142
The Partyman .....	143
My cat .....	144
What animals say .....	145
If .....	146
What? .....	147
When? .....	147
Where? .....	148
The Bells .....	149
The busy bees .....	150
Cock a doodle doo! .....	151
The Clocks .....	152
Birdies in the wood .....	153

## PHONETIC PART

Alphabet for Spelling .....	154
Phonetic script, Key words .....	155
Phonetic tables .....	156

